



EXCHANGE
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THE SIERRA EDUCATIONAL NEWS

Volume XX

NOVEMBER, 1924

No. 9

Elementary School Course of Study
California Survey of Elementary School
Curriculum

Kindergarten Education

Vocational Education Home Economics

Children's Book Week

Annual Convention of California
Superintendents

Meeting North Coast Section C. T. A.

Visit to a Chocolate Factory

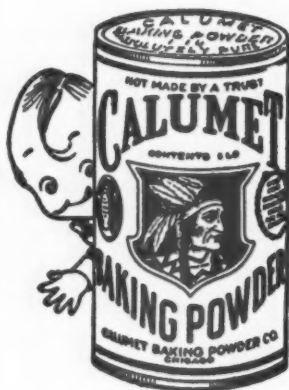
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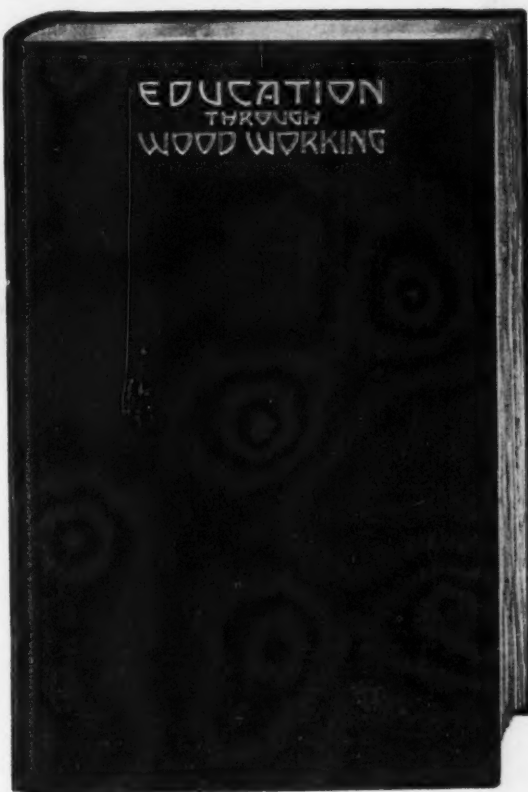
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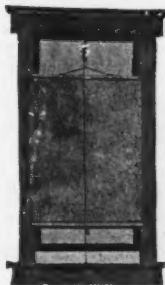
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EDITORIAL



MUCH interest attaches throughout the nation to the Child Labor Amendment. This Amendment having passed Congress as the Twentieth Amendment to the Federal Constitution, must now go before the legislatures of the various

THE CHILD LABOR AMENDMENT

states for approval or rejection. If approved by the legislatures of three-fourths of the states, the amendment will become law. The purpose of this law is to prevent exploitation of child labor.

One of the outstanding crimes of the century against the rising generation is that of the exploitation of the immature boy and girl. In certain localities, much of the labor attaching to the manufacture of various forms of goods is done chiefly by children of immature years. The physical and moral constitutions are undermined. The loss is not merely to the individual boy and girl but to the future of the nation and the welfare of the state. If the present amendment becomes law, there will be a check upon such exploitation up to the age of eighteen years. Already in a number of states, approval has been given through legislative action to this amendment which was introduced in the Senate by Senator Samuel M. Shortridge of California.

It is a significant fact that the opposition to this amendment comes not from the laboring classes primarily—the fathers and mothers of the boys and girls who would be effected. The chief opposition emanates from the reactionary and predatory interests and those high in author-

ity in the realm of high finance and big business. One of those who raises the loudest voice and who wields the most trenchant pen in opposition, is Dr. Henry S. Pritchett, President of the Carnegie Foundation for the Advancement of Teaching. On account of his position his word carries particular weight in the minds of many people.

In a recent issue of the Morning Press of Santa Barbara, Dr. Pritchett takes occasion to excoriate in no uncertain terms the Child Labor Amendment. He characterizes it as a "blank check." Pritchett insists that the enactment of this law would put into the hands of Congress greater power than should be vested therein. He reviews the history of child labor legislation and gives voice to what he speaks of as the actual conditions today. He says:

"The real force back of this movement, however, is not economic. It is rather that spirit so prevalent in the world today, which assumes that all social ills can be cured by legislation. Into this movement have been drawn the sympathetic but uncritical friends of reform, the doctrinaires, the socially restless and many politicians who are always ready to give tongue and trail off in pursuit of any fox that is unpopular."

The National Industries Council has issued a pamphlet setting forth the views of Dr. Pritchett. The whole tenor of the argument is that child labor should be regulated by the states and not through the national government.

To assume that Dr. Pritchett is ignorant of the exact situation in this country would be to do him an injustice. Highly

educated, of broad experience, a man who for years has had intimate touch with the great industrial, commercial and financial interests of this country, Dr. Pritchett is not ignorant of conditions as they exist in certain of our states today. His standing and persuasiveness have incited on the part of the editor of the Santa Barbara Morning Press and of other newspapers, comment favorable to the views he holds. These people hold the common notion that by enacting a federal law regulating child labor, we would be infringing upon states' rights. The weakness in any such view is that those who hold for this type of states' rights do not appreciate at all that the state boundaries are not for the purpose of setting up social barriers between states. These state boundaries are sometimes in the form of rivers or mountain systems and are largely geographic. The whole spirit of American democracy is a happy combination between centralization of power on the one hand and local autonomy on the other.

Children born in one state and reared therein may go to school and enter into business under the laws of the state without special reference to certain laws existing in other states; but, by and large, there are minimum requirements and standards that must prevail in all states alike, in order to carry out our theory in this Democracy of equal opportunities for all.

If, therefore, the children of one locality or state are penalized, if their health is undermined, if their constitutions are weakened, if moral standards are lowered, because they are deprived of the educational opportunities that should come to them, or because they are exploited to the advantage of selfish and mercenary interests, the effect is felt not merely within the boundaries of a given state but far across the borders.

The Child Labor Amendment should become Law. It should be approved by every state legislature. It is a matter effecting the schools and homes of the country. Dr. Pritchett and his pronouncements should be shown up as fallacious. Educational organizations and all individuals and institutions interested in social welfare, in the improvement of our people and in the development of good citizenship, should work in the interest of the Child Labor Amendment. Childhood, which cannot protect itself, should be protected. It is indeed a blot upon the name of America that young and unprotected children should be forced to work under unsanitary conditions at occupations that undermine health, and make them old and worn while still young in years. Had Dr. Pritchett more consideration for the rising generation than for the almighty dollar, he would use his ability and power in the interest of social betterment rather than to the advantage of the proponents of high finance.

SENTIMENT in favor of the Education Bill is crystallizing the country over. More and more, thinking men and women are beginning to realize that education is not merely a matter of local concern. As are the schools, so is the future citizenship; and **THE EDUCATION BILL** as is the citizenship, so is the soundness of state and nation to be determined. Especially is this true in a democracy such as ours.

The Education Bill usurps in no way whatever the powers and prerogatives of state government. The bill proposes to assist the states financially; but before a state may receive money from the Federal government it must measure up to a required minimum standard. The bill proposes to establish a Secretary of Educa-

tion in the President's cabinet, which office shall be co-ordinate with that of the Secretary of War, Navy or Postmaster General. The provisions under which the bill is proposed would, through federal aid, encourage the states in the removal of illiteracy, the Americanization of the foreign born, the equalization of educational opportunities, the promotion of physical education and the training of teachers.

The prevailing educational weaknesses in our system would thus look toward elimination. There is nothing new in this proposal. As early as 1785 the National Congress set aside lot No. 16 in every township for the maintenance of public schools. During the last century, Congress has repeatedly granted money and lands for the encouragement of public education. The chief activity of our country today is that of education. We are just beginning to realize that money properly spent to develop the schools is the best form of permanent investment. The Education Bill should receive the support of every thinking man and woman.

FRANKLIN K. LANE was a friend not merely to the State of California, but to the Nation. It was through his influence that a group of friends contributed funds for the purchase of a tract of timber in Humboldt County and recently deeded to

MORE ABOUT the state as a part
CONSERVATION of the Humboldt State Redwood Park. This 195 acres, located 228 miles north of San Francisco, on the Redwood Highway, is known as the Franklin K. Lane Memorial Redwood Grove, and was dedicated on August 24 last. The grove contains approximately 5,000,000 feet of redwood and 188,000 feet of fir.

The grove contains other mixed timbers and presents opportunities for camping for the benefit of the public.

In Humboldt county, a fund of \$25,000 has just been appropriated to be used in saving the redwoods. Previous appropriations aggregate \$85,000. In Del Norte county \$5,000 has been appropriated. The Save the Redwoods League is doing a noteworthy work in the matter of protecting the redwoods and in forest conservation generally.

The significance of the national forests is not generally understood. In California these forests furnish one of the biggest enterprises of the government. During the fiscal year ending June 30, 1924, there was turned into the Federal treasury from timber sales, live stock grazing, and other forms of uses of the forests, a million and a quarter dollars. The cost of administration of the seventeen national forests in the state is less than a million dollars, leaving a credit balance of over a quarter million dollars.

Twenty-five per cent of the national forest receipts, more than \$300,000, is returnable to the state to be distributed to counties in which national forests are located, for school and road development.

A fact of further interest is that regardless of the tremendous losses by fire during the present season, that California is for the second time winner of the National Forest Fire League Championship of the United States. Up to September 30, this year, there was a total of 1,810 fires that burned over 605,000 acres of Government and private lands and cost more than three-quarters of a million dollars to suppress.

California will close this season with the greatest financial loss from fire ever experienced in any year. Conservative estimates place the forest fire damage at over five million dollars. This is not

merely a direct loss to the taxpayers to be met eventually by them, but, as pointed out in our September issue, under editorial caption Forest Conservation, this loss will be felt for a century. The relation of trees and forest cover to climatic conditions should be more generally understood. The expenditure each year of a few hundred thousand dollars in fire prevention and in an increased personnel of rangers and experienced forest service men would yield tremendous returns to present and future generations.

AN ANNUAL convention of School Superintendents for any state, should be productive of great good. The California plan of bringing together for conference, committee work and public address and discussion the County, City and District Superintendents of Schools is worth in returns many times its cost to the state. The meeting is a clearing house for educational plans and ideas for the state, just as the Department of Superintendence of the N. E. A. is a clearing house for the Nation.

**CALIFORNIA
SUPERINTENDENTS'
CONVENTION**

There have in the past been some notable meetings of Superintendents in California. It is doubtful if there has ever been held a session more fruitful for results than the one just closed. The topics discussed were timely; the leadership of men and women up and down the state was evident; the determination to keep California in the front rank educationally and a willingness to learn as well as to contribute was manifest throughout. Tahoe, Yosemite, Coronado, Mission Inn and other world famed places have entertained royally. But nowhere have the facilities been better, the arrangements

more perfect or the spirit and co-operation more wholesome and contagious than at the Fairmont Hotel in San Francisco. Mr. D. M. Linnard has no superior in America in the art of making his hotels real homes for his guests. Mr. LeRoy Linnard placed the entire equipment and personnel of the Fairmont at the disposal of the convention; Mr. John S. Mitchell seemed always in evidence, every ready to anticipate every want and anxious to extend every possible comfort and convenience. He is the ideal host making every one feel perfectly at home.

Doubt had been expressed that meeting in a great city, the members of the convention would attend meetings regularly. It was felt that the drawing power of outside attractions would be too great. Such proved not to be the case. The importance of the programs, the strong professional interest of the members, the attractive hotel setting with its atmosphere of repose and comfort and the splendid music and entertainment features furnished by the hotel, all conspired to keep the convention under one roof during the entire week. The Fairmont is truly a convention hotel and a most satisfactory educational headquarters.

Not the least valuable feature of a meeting of this kind is found in the opportunity for discussion and conference in the hotel lobby. At recreation hours and in the evening those of divergent views may "talk out" their problems to a conclusion. Investigations being carried on or methods in use in a school or system may be fully explained to those interested. In making a program for a Convention of a character of the one under discussion, consideration should be given the value of informal conferences and luncheon-committee meetings. Programs are usually too full and carry a larger number of speakers and topics than

should be the case. It is doubtful, too, whether a session more than three days' duration or at most four days, is to be advised. The formal sessions should consider a few major topics only, with ample time given to discussion. Special problems may well be elsewhere considered.

THE Boy Scout movement is one of the most significant of our modern day. It has spread from sea to sea and from Canada to the Gulf. Boys need the companionship of other boys. There are valuable lessons to come from the association to-

THE BOY SCOUT MOVEMENT

gether of right-minded boys under the leadership and direction of those of mature years. But those leaders must understand boy nature. They must suggest, not drive; and the boys must be permitted to use their own initiative and to a measureable degree do their own thinking and reach their own conclusions.

Boys need the "give and take" that goes with scouting; the life in the open; the contact with nature; the out-of-door exercise; the acquiring of health habits; the accomplishing of tasks; the cooperation with others. All these make for healthy thinking, sound bodies, and appreciation of the other fellow. As a foundation for good citizenship nothing surpasses in value the work of the Boy Scouts in its effect on home and school training. The scout program is eminently worth while.

The organization is fortunate in having secured as a member of the National Council and special field commissioner for California, Mr. Vaughan MacCaughey, associate editor of the Sierra Educational News. Mr. MacCaughey is regional director of education for California, Arizona, Nevada and Utah. These states

comprise Region 12. As director of this new department, Mr. MacCaughey will have charge of training courses and educational programs, especially in cooperation with universities and colleges, teacher training and rural institutions throughout the region.

FOR several decades the National Education Association has been the most outstanding organization of educational folk in the world. It has been the clearing house for educational ideas and ideals. Through its annual meetings, its published proceedings

THE N. E. A.

and reports and the investigations of its committees, it has, more than any other agency determined educational policy and raised professional standards. Always the representative of the regular teaching interests, it has, during the last few years, made tremendous advances both in the character of its work and in the increase in its membership and influence.

The annual meeting recently held at Washington, D. C., was notable in many respects. Held as it was at the Nation's capital, it drew the serious attention of individuals and publications throughout the country. With a membership in the Association of 140,000 and with a central office and headquarters thoroughly equipped, the N. E. A. is in position to be of tremendous assistance in promoting the educational interests of the country.

But with our nearly 700,000 teachers in the United States, 140,000 members in the Association is all too small a proportion. It is of course too much to expect that every teacher should be a member. Such condition is naturally for future realization. Every professionally minded teacher should, however, have a realizing sense of the importance of educational organization. It should not be necessary

to campaign for memberships. The \$2.00 fee in the N. E. A. should be raised to \$5.00; the fee in every state association should be raised to at least \$3.00 as is the fee in California. Every teacher should welcome an opportunity to belong to local, state and national organizations under a combined fee approximating \$10.00.

As a member of the original committee on Reorganization of the N. E. A., we advocated some plan by which, through the creation of a budget, a member of the profession, should at one time, and with the payment of one fee, affiliate with state, local and national associations. It was clear, however, in the beginning, that much work had to be done in the states individually before this condition could be realized. During the last five years, numerous states have organized into statewide associations or have so reorganized as to work under a modern form of constitution. Membership, too, in state associations, is becoming more general. California, having taken the lead in her form of state organization, could well afford to lead in a combined plan. Our state membership last year increased by nearly 4,000, with a similar increase in prospect for the present year. California with the present largest membership in the N. E. A., should be ready to lead in the new project.

THE Sierra Educational News has frequently emphasized the necessity of participation on the part of school people in every-day affairs. In the past, a feeling too frequently prevailed in effect that the school master should stand aloof from the problems of government, or politics, or civic interest, or commercial development or social welfare. In this mod-

ern day, however, the man or woman engaged in educational work should know intimately the civic and industrial and social and economic and political life of the community and state.

We have before us a daily paper from one of the small progressive cities in California. This carries notice of a recent election of officers of the Chamber of Commerce for the city in question. A prominent high school principal has just been re-elected for a second term as director of the Chamber of Commerce for that city. In writing us he says:

"I believe that we should have less trouble with the men who pay the taxes if more school men would mix up with the business men. I consider this a most valuable experience. This is my second year on the Board of Directors. It assists the school beyond measure. It affords me two or three opportunities per year to present the school and its problems to the community."

This man is exactly right. Those who say that "a preacher's business is to preach and a teacher's business is to teach," have, we may be sure, a narrow conception of the field of preaching and of teaching. One in the teaching profession should not hesitate to voice his views on matters pertaining to the welfare of the community, and entirely aside and apart from the routine of the school. To say that one in the profession of teaching should not mix in politics is either to place a wrong interpretation upon the term, politics, or to cut the teacher off from the world of men and things. In any community where the teacher fears to voice his personal sentiments as regards the political, civil or social life, a wrong spirit prevails. The teacher is a citizen and as such not only has a right to speak but has a duty to perform, as have all other citizens. It would be well if more of our school people would interest themselves in community problems.

THE ELEMENTARY SCHOOL COURSE OF STUDY

Statement of the Problem

W. C. BAGLEY

Teachers' College, Columbia University

A PROVISIONAL program for the study of elementary-school curriculum in California was discussed at a joint meeting of the two committees in San Francisco on October 1st, and adopted as the basis of the preliminary work. The program outlines the following types of investigation.

1. An examination of the present elementary-curriculum. This will involve a consideration of the subjects of study required by law to be taught in the elementary schools, with an effort to determine the reasons which led to the enactment of the laws, and whether the results of teaching these subjects have met the needs contemplated by the statutory requirements. The variations among the different communities of the State with regard to the administration of the requirements will also be determined. An important task in this phase of the study will be an examination of the textbook system, and a thorough going analysis and evaluation of the adopted textbooks. Comparisons will also be made with curriculum requirements of other States and of certain foreign countries, and if possible these comparisons will set forth the differences in results obtained under different policies of curriculum organization. Contributing factors such as preparation of teachers, prevailing methods of teaching, and the like will be taken into account.

2. The analysis, classification, and evaluation of criticisms of the curriculum. The judgments and opinions of parents, teachers, and others regarding the elementary-school studies and their influence will be collected, and the various criticisms and suggestions analyzed with the aim of discovering the reasons for whatever dissatisfaction may prevail regarding present requirements.

3. The effect of measurements on materials. This phase of the study will involve a detailed analysis of the literature of mental and educational measurements to discover what changes in subjects of instruction or in grade-placement or in time-allotment are clearly indicated by the facts which the measurement investigations have revealed. In this connection the possibility of variations in materials for children of varying abilities will be considered, as

well as the possibility of a briefer course for the brighter pupils.

4. An analysis and evaluation of current "reform" movements as these may affect elementary education. The various reform movements such as "Progressive Education," the "Dalton plan," the "Winnetka plan," and the like will be studied, as well as the proposals of such students of the problem as Dewey, Bonser, Charters, Bobbitt, Rugg, Burk, Merriam, Locum, and Collings. The aim here will be to set forth clearly and firmly what these movements and proposals have in mind; to collect factual evidence regarding the effect of the proposals when put into practice; and to assemble insofar as possible the data, whether factual or theoretical, which the people of California should have at hand in considering the incorporation of any of these proposed reforms in their schools.

5. An analysis of current tendencies in the reorganization of each of the major subjects of the elementary-school program. A great deal of work has been done in the scientific study of reading, arithmetic, spelling, and language. This work will be gone over carefully and the outstanding results summarized with an effort to show their bearing upon curriculum-organization, grade-placement, time-allotments, and adjustment to individual capacities. In other fields, such as geography, history, civics, and the health studies, numerous recommendations have been made by State and national organizations of teachers and scholars. These recommendations will be assembled and set forth as tersely and firmly as possible.

As now contemplated the report of the investigation will aim to make available to the teachers of California and to the people generally the facts regarding the present curriculum-situation in the elementary schools and the scientific findings and theoretical considerations that should be taken into account in making changes. It is hoped that this phase of the report will be helpful in the co-operative study of the curriculum-problem by teachers throughout the State. It is hoped, too, that a definite basis for criticism and further cooperative study may be provided in a suggested curriculum or a series of suggested alternative

curricula which will concretely summarize the materials of the report. It would be most unfortunate, however, to anticipate that such suggestions will be anything more than provisional formulations to serve as a starting point for discussion and further study.

PROVISIONAL SUGGESTIONS FOR THE CALIFORNIA SURVEY OF THE ELEMENTARY SCHOOL CURRICULUM

PURPOSE of the investigation: "An investigation of the course of study of the elementary schools with a view to: (a) the reorganization of the subjects of study now required by law to be taught in the elementary schools; (b) the elimination of non-essentials in all subjects; (c) the regrading of subject-matter in all subjects according to the capabilities of the pupils" (statement in SIERRA EDUCATIONAL NEWS, Sept., 1924.); (d) the possibility of reducing the time for certain groups of pupils (statement added by State Superintendent Wood).

A. The present content of the elementary program (first eight grades) in California:

I. The subjects required by law:

a. Statutory provisions and official rulings relating to their administration.

b. Historical development including an investigation of reasons for making these state-wide requirements.

c. Objectives of required subjects as expressed or implied in laws, or in evidence or arguments which led to the enactment of the laws, or in rulings relative to their administration.

d. Variations among typical communities of the State regarding the recognition and administration of the statutes (including under the latter, variations in selection of topics and in grade-placement).

e. Effectiveness of requirements, measured by:

1. Tests based on objectives discovered or inferred under (c) above.

2. Statistics of health, vice, crime, economic efficiency—insofar as these are available and pertinent.

3. Individual judgments of those apparently qualified to pass judgment.

4. Consistency with educational principles (theoretical evaluation of requirements).

f. Comparison of legal requirements in California with those of other states and of certain foreign countries.

II. The elementary program as a whole (including both subjects required by law and other subjects):

a. Statement of subjects and topics found in all (or essentially all) elementary programs.

b. Grade-placement of subjects and topics in this common curriculum.

c. Time-allotments given to common subjects and topics.

d. Relative intensity of these subjects in the several grades.

e. Objectives (stated or apparent) of these common subjects.

f. Percentile distribution of subjects not found in all programs.

g. Data as to principal variable subjects (specific content, grade-placement, time-allotments, relative intensity).

h. Summary descriptions (perhaps graphs as well) setting forth tersely (1) subjects and principal topics that form the educational materials to which all who graduate from the eighth grade have at least been exposed; (2) additional materials available to children in favored communities.

i. Comparison of results in different school-systems that show sharp contrasts in materials, time-allotments, relative emphasis, etc.

III. Factors affecting the present elementary program:

a. The textbook system:

1. Method of selecting texts for state-wide adoption.

2. Variations in degree in which adopted texts are used in local systems.

3. Analysis of adopted texts. (This would necessarily be involved in (2) above.)

4. Preliminary study to determine whether any light can be gained on the problem by comparing work in California with work in states where statewide uniformity in textbooks does not prevail.

b. Prevailing methods of teaching.

c. The professional education of teachers.

1. Emphasis given in the State teachers' colleges to subjects and topics required by law to be taught in elementary schools.

a. In subject-matter courses.

b. In theory and "methods" courses.

c. In training-school curriculum and practice-teaching.

2. Curriculum theories emphasized or indorsed in the professional education of teachers.

d. The certificating system.

B. Current criticisms of the elementary program.

I. Sources of criticism:

- a. Lay.
- b. Professional.

II. Types of criticism:

- a. General or specific.
- b. Vague or definite.
- c. Statewide or local.

III. Motive of criticism—personal, partisan, traditional, sincere.

IV. Evaluation of criticisms, involving:

a. A determination of those that counter-balance each other.

b. A determination as to whether the dissatisfaction expressed should be the more justly charged against the materials as such or against textbooks, methods of teaching, or organization, time-allotment, degree stressed, grade-placement, or what not.

c. A summary of the current criticisms that are most clearly justified.

C. Current tendencies toward changes in the elementary curriculum:

I. The effect of measurements on materials: Such a study to involve:

a. A survey of the literature of mental and educational measurements to determine what light the investigations already made in these fields may throw upon the curriculum-problem in the elementary school.

b. A consideration of the possibilities of economizing time for brighter pupils.

II. Current proposals for improving the elementary curriculum; Such a study to involve:

a. An analysis and classification of recent and current "reform" movements, involving

the proposals of Dewey, Bonser, Bobbitt, Charters, Rugg, Merriam, Burk, Miss Wells, Yocum, and E. Collings; also a study of such movements as "Progressive Education," the "Winnetka Plan," the "Dalton Plan," and others as these affect the curriculum problem in the elementary school.

b. An effort to evaluate these proposals:

1. In the light of what they have accomplished where the evidence of tests and of competent judgment is available.

2. In the light of theory.

III. Current tendencies in the reorganization (or development) of each of the major subjects in the elementary program.

a. The effect of scientific investigations in the several fields on the curriculum-problem. (e.g., the work of Judd, Gray, et al., in reading; of Freeman in handwriting; of Charters in English; of Horn and others in spelling.)

b. Specific tendencies as revealed by reports of committees, and by work of special-subject associations (National Council of Teachers of English, for example).

c. Specific tendencies as revealed by recent textbooks and courses of study.

IV. As a summary of the above, a classification and criticism of standards for the selection of curriculum-material in the elementary field.

D. Provisional statement of proposed standards for California.

E. Provisional outline of subjects, topics, and activities, with suggested time-allotments, grade-placement, and proportionate emphasis, with suggestions for textbook organization.

F. List of hypotheses to be tested by experience or experiment.

KINDERGARTEN EDUCATION

(Report of a Committee on Kindergarten Education, Eugenia West Jones, Chairman, Council of Education, Southern Section, C. T. A., made before a meeting of the Council at Los Angeles on September 20, 1924.—Ed.)

KINDERGARTEN education was originated by Frederick Froebel, who lived in Germany. He conceived the idea of "the right kind of environment and activities as a vital point in the life of the child." Froebel wanted the child "where he could express himself freely and through suitable toys, play material, songs and stories, with the right kind of out door life, to love plants and animals, and through all these learn to govern himself and his body."

It was the need of these essentials that stirred the soul of Froebel and inspired him to organize the kindergarten life. The kin-

dergarten idea became widely known and many prominent people were interested in it. Froebel's idea being an advanced one, it was thought best to put it into use in a newer country. And so the first kindergarten that was established in America was in Waterloo, Wisconsin, by Mrs Carl Schurz in 1855. It was for her own children. In 1860 Miss Elizabeth Peabody, a sister of Horace Mann, (himself the organizer of public schools in America), started a kindergarten in Boston, Massachusetts. In 1870 Mrs. Susan Polk opened one in Washington, D. C. In 1872 Marie Boelte opened one in New York City for wealthy

children. In 1873 Susan Blow opened one in St. Louis. This was an experimental kindergarten. In 1874 Dr. W. N. Hailman opened one in Milwaukee. In 1877 Miss Ruth Burritt established a kindergarten class in Philadelphia. In 1878 Kate Douglas Wiggin organized one in San Francisco.

These dear people were the loved pioneers of kindergartens in America. The first kindergartens were private ones, usually established by wealthy parents for their children. These soon attracted societies and clubs, and kindergartens were formed in factories and in poor districts. Kindergarten teachers began to talk and address societies, settlements, and accept invitations to speak, and in this way brought the good work before the world.

Through lectures the N. E. A. became interested, also state societies and city associations. It was the N. E. A. that petitioned that the Bureau of Education at Washington have a kindergarten department, and helped with kindergarten laws in many states. The first kindergarten to be established in the West was the Silver Street Kindergarten in San Francisco, by Miss Kate Douglas Wiggin, September 1, 1878. She also began a training class for kindergarten teachers in 1880 in San Francisco county, called "The California Kindergarten Training School." Some of our best teachers were trained under her guidance. By this time, through Miss Wiggins' books and speeches, California was becoming wide-awake to the needs for this education. Since the Silver Street Kindergarten was organized, California has become the foremost state in the education of the kindergarten child.

The first kindergarten society in California was established in San Francisco in 1878, by a group of citizens, with Mrs. Sara Cooper as leader. Out of this came the present Golden State Free Kindergarten Association.

Mrs. Cooper also organized the Leland Stanford Jr. Memorial Kindergarten, Phoebe Hearst classes and Emily Pope Walker Memorial classes. Through Mrs. Cooper's work other kindergartens were established in California, other states, and in foreign lands. There stands today in Golden Gate Park, a simple water fountain dedicated to the beloved Mrs. Sara B. Cooper. The Golden Gate Free Kindergarten Association, now in its forty-second year, is another monument to this noble woman and her work.

Associations

National—International Kindergarten Union and Department of N. E. A.

State—California Kindergarten - Primary Association.

Cities—Associations for local purposes.

The International Kindergarten Union was organized in Chicago in 1892. It has become an educational power in the United States and foreign countries. It ties the bonds of educational relationship tighter between foreign countries, states and cities. It stands for co-operation in every direction for the education of small children. It aids in better-trained teachers and better training for teachers all over the world.

Some of the world's greatest women have been and are now leaders in the International Kindergarten Union. Among them are these: Miss Lucy Wheelock, Miss Elizabeth Harrison, Miss Fannibel Curtis, Miss Patty Smith Hill, Miss Stella Wood, Miss Van de Walker, and many others. The International Kindergarten Union has an annual meeting and is the call for hundreds of good noble women representing all parts of the world. At present the International Kindergarten Union supports a magazine of its own, "Childhood Education," which should be in every school in California.

State

In July, 1923, in San Francisco, a group of California kindergarten-primary women met to discuss a state organization. As an outcome of this meeting, a committee of representative kindergarten-primary people met in Fresno in October, 1923, to organize such a state organization. While it is still new, by January, 1925, a definite California Kindergarten-Primary Association will be in operation with affiliated sections all over the state. The cities nearly all have an organization of some kind for kindergarten teachers.

Training

California has a three-year kindergarten-primary training course, which recognizes the value of kindergarten principles.

Recommendations

1. That we recommend all teachers in kindergarten and primary training be given more opportunity for classroom work where they will come in direct contact with the child in the training schools.
2. That these teachers be given the opportunity for practice teaching in public schools, especially the foreign districts.
3. That more training be given along the physical side, such as posture, nutrition and general health conditions.
4. That more classes in the university ex-

tension courses be given for kindergarten and primary work.

5. That the "Sierra Educational News" give space for kindergarten articles in education.

6. That a study of some kind of tests and measurements be made suitable for the kindergarten child.

7. That watchful eyes and ears be kept on kindergarten laws, so they will "elevate the

standards of professional training of kindergarten teachers."

The International Kindergarten Union meets in Los Angeles, July 8 to 14, 1925. Your support is urged. Let's make it the best convention yet. Keep it before your teachers during the coming year.

GERTRUDE LELAND, BERTHA I. BERRY, BERNICE W. CURREN, ALICE THORPE, EUGENIA WEST JONES, Chairmen.

VOCATIONAL EDUCATION HOME ECONOMICS

MISS ADELAIDE S. BAYLOR

Chief Home Economics Service, Federal Board for Vocational Education

BY THE enactment of the Smith-Hughes Act in February, 1917, homemaking received national recognition as a vocation, and provision was made for training girls and women for this important piece of work. According to the 1920 Census there are 51,810,189 girls and women in the United States. Twenty-six million of these are homemakers, while the remainder are either potential homemakers or persons with home duties and responsibilities.

To assist as many as possible of these 51,810,189 girls and women to successfully assume the role of homemakers is the objective of vocational education in home economics.

This program, like the entire vocational education program for which the Federal Vocational Act provides, is based on a co-operative agreement between the States and Federal government whereby the former, in State plans, define the classes and types of work they propose to organize and the latter interprets these plans in the light of the law and the policies of the Federal Board, gives approval and advice and renders assistance to the States in carrying out the programs.

The aim of the Federal Vocational Education program is to place facilities for vocational training in one or more lines within the reach of every youth over 14 years of age and every adult in the land. To that end, vocational education in home economics provides for three types of schools.

The All-Day School

The all-day school has for its function the training in homemaking, of girls over 14 years of age, in full time schools. One-half of each day is devoted to vocational work where not only cooking and sewing are taught but the

broad economic phases of food and clothing, including selection, purchase, care and maintenance, as well as home management, home nursing, and child care and training. Science and art, when taught as part of the vocational program, are presented in relation to the instruction given on the home and its problems. Home projects are also included in the program of the all-day school. These projects are selected with reference to the girl's interests and activities in the home, her program of work in the school, and the community and home needs, and are carried on in the home thus affording an opportunity for applying the principles developed in the classroom and laboratory to work under actual home conditions.

The State of California has some remarkably interesting full time vocational classes for girls, notable among which are those in the Lazear and Garfield Junior High Schools of Oakland, where cottages with a very homelike atmosphere, in which the girls spend the entire day, are provided for the vocational group. These cottages have the ordinary facilities of a home with space, light and tables for study. Child care has been given an important place in the program of these all-day classes and in both schools the girls have access to day nurseries for their laboratory work in child care. The day nurseries originated in a desire on the part of the schools to aid employed mothers. Both schools are located in cotton mill districts where mothers are employed during the day and have no one at home with whom to leave the younger children of the household. Accordingly, a small cottage was built at each school, under the sponsorship of two of the larger and wealthier high schools of the city. The boys in the shops of the high

schools built sleeping porches for the children and cribs on which they take their daily naps. They also constructed toys and games for the little people. While pursuing their courses in child care and training, the girls in the vocational classes prepare lunch three times a day for these children, assist in bathing and caring for them, and provide recreation and games of various sorts.

The Part-Time School

A second type of school providing for vocational classes in home economics is the part-time school. This school reaches girls 14 years of age and above who are out of full time school either employed in wage-earning pursuits or detained in their own homes for justifiable reasons. Sometimes these girls are heads of households, the mother being dead or unable to perform her duties as a homemaker. For the younger groups of girls, 14 to 16 years of age, home economics instruction is centered upon individual needs especially in relation to health. Health is indispensable to success in any kind of employment, so in food and clothing instruction, emphasis is placed on applying the principles taught to properly feeding and clothing oneself. Expenditure of income, recreation, use of leisure time, family relationships, all claim the attention of the vocational teacher of home economics in the part-time school.

For the older girls in these schools (16 to 18 years of age) for whom marriage is not so remote, more emphasis is placed on homemaking and standards of home living.

One of the very important factors in the success of part-time education is "follow-up" work or co-ordination. By this provision the teacher follows the girl into her home or occupation to get a proper perspective of her associations and activities, and then organizes instruction to meet especially the needs as found in the girl's home, occupation, and social environment. California has stood out very prominently for the co-ordinator in the part-time school and has applied Federal funds in part-time education only toward payment of the salaries of co-ordinators. Some very excellent pieces of work have been made possible through the employment of these co-ordinators in the city schools, and this explains perhaps in a large measure the success which California has met in securing the co-operation of employers in the vocational program.

The Evening School

A third type of vocational school in home economics for which the Federal law provides is that of evening schools or classes. Although

the minimum age of admission to these classes is 16 years, they are usually composed of adult women, especially in the States where part-time laws operate, but in States where such laws do not operate, young women are often found in large numbers in evening classes. These classes may be held during the day time if it better suits the convenience of those enrolled.

California has had a large program of evening school classes in home economics where the work was done in the afternoon. The State uses Federal funds for afternoon classes of adult women but none for classes of homemakers held in the evening. The program has included millinery and dressmaking, garment making, foods work, and some of the other responsibilities of the homemaker. It is usually organized on a short unit basis, each unit consisting of six to twelve lessons. Content and methods of instruction are based on the needs of the homemakers in the classes, and the objective is to educate and train in these lines rather than simply aid the women in constructing garments or preparing dishes of food. By this plan, when a short unit is completed in any one line, the women taking it are prepared to do such work independently and need not return to the school another year for the same type of instruction.

The Teacher

The greatest factor in the success of vocational classes in home economics is the teacher. This fact was appreciated by the commission making the study preliminary to the enactment of the law and provision was made in the Act for training teachers of vocational schools and classes. No State has more promptly and definitely perceived that the teacher is the essential factor to successful vocational work than the State of California and no State has been more forehanded about a real State program for training teachers before the schools were organized. Especially was this true in the inauguration of part-time education. Prior to the organization of any part-time classes in California, an attempt was made through short courses to give prospective teachers a point of view on part-time education and something of the methods of instruction.

To promote the training of teachers in service the State of California has sent out some very valuable bulletins, especially on Part-time Education. Many of these bulletins were compiled in the University of California and have been very helpful to other States in organizing their work.

The program of vocational education in home economics has had a phenomenal growth since its inception five years ago, the only limitation being that of small Federal funds with which to reimburse the work. The Federal law provides a maximum of \$3,000,000 annually after 1926 for training boys and girls in agricultural pursuits, and a maximum of \$3,000,000 annually after 1926 for training boys and girls in trade and industrial pursuits. While provision is made in the law for three types of schools in home economics, as it does in agriculture and trade and industry, no funds are provided for the salaries of home economics teachers, as in the other two divisions of the work. The law, however, permits the use of one-fifth the funds for trade and industry for home economics, but this is optional with the State. So popular, however, has been the program in vocational education that, with very few exceptions, each State in the Union has used its 20 per cent for home economics and has duplicated it with seven or eight times as much State funds.

Some of the outstanding achievements in the vocational program in home economics in the past five years are:

1. Establishing a closer relationship between the home and the school by utilizing the former for projects in home economics work.
2. Making science and art really mean something to the girls pursuing those courses, by its application to the home.
3. Promoting instruction in the broad lines of food and clothing as well as in cooking and sewing, and also instruction in the various other activities of the home.
4. Providing a functioning instruction in child care by its application to younger children in the school, home, or other households.
5. Creating a closer co-operation between industry and the school and a better understanding on the part of the employer of how greatly the success of his employee depends upon the home environment.
6. Stimulating co-operation between the school and community in the development of health programs.
7. Making more practical and concrete the work of teacher training in home economics by the establishment of practice houses in connection with all the teacher-training institutions. In ten of these practice houses in 1923, children were taken from orphans' homes to give the seniors real experience in child care.
8. Utilizing the public schools and, wherever available, vocational classes for supervised teaching in the teacher-training institution.
9. Developing a program for training teachers in service.

THOUGHTS INVOLVED BY CHILDREN'S BOOK WEEK

MILTON J. FERGUSON

Librarian, California State Library
Sacramento

ONCE upon a time a little boy, whom I knew long, long ago, lived in a raw, middle western state. Many of the people there were poor. They were adventurous spirits who had come from all corners of the country; and they had traveled light. Many came into the land in a covered wagon, with a plow, a few chickens, perhaps a pig or two, a cow, and a wife and sometimes several children, hardy, hungry and scantily clad. Their first interest was to snatch food from those wide, rolling virgin acres, to get a roof over their heads, to found a business, to get ahead in true American fashion. And all this many of them did.

The Little Boy of Long Ago

This little boy whom I knew had "chores"

to do, he had calves and pigs to feed, cows to drive to the pasture and a kitchen garden to tend in which lusty weeds fought for a place among cabbages and onions, beans and peas. He did all these things in the way small boys sometimes do them: now enthusiastically when the colts required his attention, but not so wildly when the garden called. Of course, he went to school; and strange to say he went gladly, for he liked books and was eager to learn things. But the school terms, in those days, were short, and the teachers were too often handicapped by age—too much or too little. And of just "reading" books there was almost none; so the texts which could be "read" were finished by this little boy far ahead of the class.

Days of Nick Carter

An occasional sample number of a cheap magazine, with its thrilling first installments which invariably ended just short of a climax—with the admonition to subscribe and learn the outcome—gave a taste of the literature one might command for a price. A thumbd Nick Carter now and then made the sun whirl down the western sky like a dancing dervish; and sometimes, when chores were neglected, caused parental displeasure, if nothing worse. A cheap book at Christmas—for those were the days when a child's book was a crude, poorly colored, carelessly printed thing—offered pabulum enough merely to whet a growing but unsatisfied appetite for reading.

Then there was a four page weekly, county seat newspaper, a rather lame duck in the great puddle of publicity. Its outsides were filled week after week with the same unchanged advertisements, so called, and the doings of local celebrities, which doings had sometimes to be much leaded to fill space. But its insides were "boiler plate," syndicated stuff. Here was meat for men, not yet grown up.

A story ran on the inside page of that little weekly paper, and number after number unrolled the adventures aboard the Hispaniola, the daring deeds of Jim, the perfidy of Silver; told of blood and drink, of charts and pirate gold. What a tale it was. Years afterwards that little boy, who despite his residence in the middle of a continent yet sailed the salty seas by the magic of the printed word, re-discovered the author of "Treasure Island;" and devoured his writings, prose and verse, in book form, volume after volume. But nothing was ever so sweet to his romance hungry little soul as that long drawn out banquet on the patent insides of a country newspaper.

Children's Book Week an Institution

It is a long jump from those days of little or no print to these when books are plentiful, and when publishers, booksellers and libraries make every child the heir of the world's treasures. Children's Book Week, now in its sixth year, has become an institution. Fittingly enough in November when the child is thinking eagerly ahead to Christmas, the makers of books institute an intensive school to educate parents, bachelor aunts, kind old uncles and others who have not forgotten what it was to be young, in the arts of the book. What books are good for boys and girls and yet are not namby-pamby, not insipid; what books are inspiringly written and truly and artis-

tically illustrated; what books are well printed in suitable types; what books are going to be a joy at Christmas, or on a birthday, and are going to become a foundation upon which youth may build for the future. Gradually societies, clubs and associations are learning that the right book for the right child is not merely an individual problem; it is one that belongs to everyone, to the community.

A Happy Slogan

A year ago more than 3,500 towns and cities in some way featured reading for boys and girls. The movement has struck a popular chord and promises to continue until it shall have reached even the remotest corners of the nation. A slogan of the American Bookseller's Association, "happy is the child with books," is so generally true that it is axiomatic. Librarians who have observed, who have memories of the hunger of childhood can recall many instances when poor books—poor in subject matter, poor in dress—made children very happy. But the right books, well written, fittingly printed, appropriately illustrated, will increase the joys of childhood, and form a treasure chest constantly growing richer as the years go by. Well might that little boy I knew plead with time to make him a child again, "just for tonight," in order that he might share with the twentieth century youngster his wealth of books.

THE CHALLENGE

I. D. PERRY, Hollywood, Calif.

WHEN I become perplexed and filled with doubt

And all the work from day to day a tread mill

Whereon I climb and climb and never reach
A goal; when each day's journey to and fro,
And each day's little route a wearisome
Repeating of a task oft done before,

A petty trip of battered ferry boat
That plies from dreary shore to dreary shore
Of some dull stagnant inlet's rotting wharves,
That never sees the vast and boundless sea,
Nor ever feels the mighty swell of waves
That roll a thousand miles without a check;
Then I behold the eager rows of faces
In order ranged before me, and I know
That I must feed the hunger of their minds,
And feed the flame that burns so bright in
them,

Or it must shrivel up and cease to know
The swell of noble yearning, high resolve

(Continued on page 657)

CALIFORNIA SUPERINTENDENTS' CONVENTION

VAUGHAN MacCAUGHEY

THE convention opened auspiciously on Monday, September 29, in the beautiful Terrace Room of the Fairmont Hotel. The fine, cool, sunny morning had a tang of the zestful air of San Francisco. City, county and district superintendents, representing every part of the great empire state of California, were assembled. Roll call during the morning session revealed an attendance of nearly 100 per cent. The meeting was called to order by Superintendent Will C. Wood, who was elected chairman. Mr. Sam Cohn was elected secretary.

Felicitous and cordial addresses of welcome were made by Hon. James Rolph, Jr., mayor of San Francisco; Mr. Fred W. Dohrmann, president of the San Francisco Board of Education; and Superintendent Joseph Marr Gwinn, of the San Francisco Schools.

Mayor Rolph graphically depicted the growth of San Francisco from 300,000 population a few years ago to 800,000 today. There are a million and one-half people now residing around the Bay. He contrasted the rough-hewn, self-made men of yesterday with the highly trained and well educated men of today. He told of his son, who is studying commerce at the University of California and who has alternated his university work with ocean trips as bellboy and cadet. In this way the boy is combining practical training, world-wide travel and university studies and typifies the practical education now given to many young men. The Mayor spoke enthusiastically of San Francisco's interest in public school buildings and her new and modern school buildings.

"The job of the teacher is to educate the children," stated President Dohrmann, "and the job of the superintendent is to educate the public." He said that the public is not stupid, but that it is chronically lacking in facts. He described San Francisco's splendid school building program, which involves an initial expenditure of \$12,000,000.

"We assemble to rekindle our embers," stated Superintendent Gwinn, "at the big 'Wood-fire,' and he turned smilingly to the State Superintendent. "Shall we be flaming fagots," he asked, "or just a bundle of sticks?" San Francisco has 106 schools and 87,000 school children. The best enrollments for schools, he declared, are: Elementary grades, approxi-

mately 850 to 900; junior high school, 1,200 to 1,500; senior high school, 2,000. The new San Francisco schools are planned on this basis.

In her response to the welcome, Mrs. Susan M. Dorsey, Los Angeles superintendent of schools, paid a glowing tribute to San Francisco's eventful history, and to the pioneers. It is a city with a personality all its own, masculine and virile. It is a city of romance, with notable regard for the fine arts and the finer things of life. The new spirit of education will further glorify this beautiful metropolis.

Cordial invitations were given by superintendents from towns in the immediate Bay vicinity, to visit and inspect their schools.

Superintendent Mark Keppel called attention to the fact that several years ago the California superintendents had voluntarily banded themselves together and had accumulated a fund of which Superintendent Sam Chaney is treasurer. The annual dues are one-fifth of one per cent of one's yearly salary. "All superintendents are eligible," said Mr. Keppel, with a smile, "to pay dues."

"Problems of Adult Education" were presented by Miss Ethel Richardson, assistant superintendent of public instruction. Charts and diagrams illustrated her excellent talk.

An inspiring address by Superintendent Wood outlining some of the salient facts of educational programs fittingly concluded the enthusiastic initial session.

Problems of School Finance

Superintendent A. H. Mabley presided over the afternoon session. An inspiring message was brought from the California Congress of Parents and Teachers by Mrs. R. L. Cardiff, State Vice-president.

Superintendent Roy W. Cloud of San Mateo gave an entertaining account of his summer visit in Boston and its environs.

"Methods of Economy and Problems of School Finance" provided the theme for the afternoon session. The values and economies of larger units of administration were ably presented by Dean W. W. Kemp, School of Education, University of California; Superintendent Bruce H. Painter, Petaluma, and Superintendent R. L. Bird, San Luis Obispo. Dean Kemp gave a resume of important investigations throughout America, all pointing to the

savings accomplished by large administrative units.

"Economy in Building and in Building Programs" was presented by Professor F. W. Hart, University of California; Superintendent William John Cooper, Fresno; Superintendent Charles C. Hughes, Sacramento. Mr. Cooper illustrated his remarks with stereopticon views, showing the development of Fresno's program.

Superintendent Mark Keppel of Los Angeles County led the discussion of "Economy and Better Efficiency Through Classification of School Districts." He was followed by Superintendents R. P. Mitchell of Orange County and R. D. White of Glendale, who demonstrated the desirability of thorough study and reclassification of school districts.

Entertainment

An attractive program of entertainment was arranged by the San Francisco Public Schools Hospitality Committee. On Monday evening, in cooperation with the San Francisco Teachers' Association, three events were featured at the Fairmont Hotel—a promenade concert, Fairmont Hotel Orchestra; a motion picture film of "San Francisco's Chinatown," furnished through the courtesy of the San Francisco Chamber of Commerce; and an illustrated lecture on "San Francisco, Past and Present," by Mr. Charles B. Turrill, historian, Lincoln Grammar School Association of San Francisco.

On Tuesday and Thursday evenings excursions through "Chinatown" were arranged under direction of experienced official guides. Automobile excursions to many points of interest in and about San Francisco were the order of the day on Wednesday. On Friday evening at the Whitcomb Hotel was held a dinner of the California School Masters' Club. There were a number of excursions with the principals of the San Francisco Schools as hosts, all arranged by a local committee of which Chief Deputy Superintendent of San Francisco A. J. Cloud was chairman.



Hotel Fairmont, San Francisco, Convention Headquarters

Section Meetings

The city superintendents held a section meeting on Tuesday morning, simultaneously with a similar gathering of the county superintendents. Superintendent J. A. Cranston presided at the former. The first theme, "High School Fraternities," was vigorously discussed by Superintendents W. L. Stephens, Long Beach; DeWitt Montgomery, Visalia; and Ansel S. Williams, Stockton. It was the consensus of opinion that the existing law was not enforceable and that it should be abolished or modified.

Next was considered the general topic, "The Teaching Corps." "Is the policy of encouraging teachers to attend summer sessions and extension classes justifying itself?" was answered in the affirmative by Superintendents Jerome O. Cross, Santa Rosa; A. N. Wheelock, Riverside, and W. C. Conrad, Venice. Many helpful suggestions were made as to ways in which the summer schools could improve the courses which they were offering to teachers. The complaint was made that many of the pedagogical courses were too "thin" and were lacking in scholarly content.

The question, "What Should Be the Teacher Load?" was discussed by Superintendents J. F. West, Pasadena; George C. Bush, South Pasadena, and A. L. Vincent, Ventura.

"Salary Schedules, Single and Otherwise," were presented by Superintendents Susan M.

Dorsey, Los Angeles; C. J. DuFour, Alameda; and Charles E. Teach, Bakersfield.

Superintendent R. P. Mitchell presided over the County Superintendents' Section. Their session opened with "A Little Journey to Philadelphia," happily narrated by Superintendent S. M. Chaney of Glenn County.

"Scientific Methods in Grading and Promoting Pupils" was next presented by Superintendents William H. Hanlon, Contra Costa County; Mamie B. Lang, Tehama County, and Joseph Hancock, Santa Clara County.

"How Shall Qualifications for Graduation Be Determined?" was the theme upon which interesting, illustrated data were expounded by Superintendents Louise Clark, Sonoma County; Clarence W. Edwards, Fresno County, and R. E. Golway, Sacramento County.

"What Can Be Done for Atypical Children?" including the deaf, blind, crippled and mentally handicapped, was the closing theme of the section meeting. Illuminating talks were made by Dr. R. S. French, President State School for the Blind; Dr. W. A. Caldwell, President State School for the Deaf; Professor Raymond Franzen, University of California, and Mr. Will J. French, Executive Secretary, California Association for the Blind.

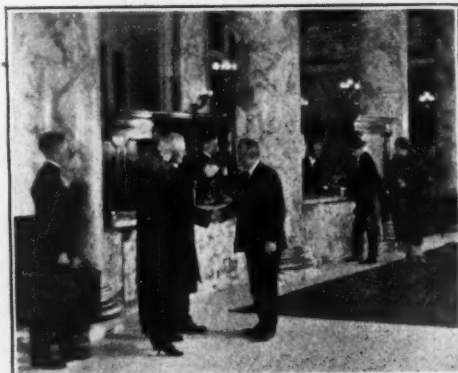
Course of Study

"The Elementary School Course of Study" was given thorough consideration in the Tuesday afternoon general session, with Superintendent W. T. Helms presiding. A statement of the problem and how it will be attacked was made by Dr. W. C. Bagley of Teachers College, Columbia University. Superintendent Will C. Wood made a general statement followed by general discussion. Dr. Bagley will head a committee that is to make an investigation of the elementary curriculum. His statement appears in this issue.

Mr. Vaughan MacCaughey, regional director of education, Boy Scouts of America, Region Twelve, spoke briefly upon the educational philosophy of scouting.

"How Can We Control Propaganda, Essay Contests, Oratoricals and Other Distracting Influences?" was answered from various standpoints by Superintendents Charles E. Barber, Alhambra; E. L. Cave, Vallejo; Mrs. Blanche T. Reynolds, Ventura County, and Miss M. L. Richmond, Kings County.

Owing to the rapid progress of recent years, the state textbook situation is in need of numerous readjustments. Excellent constructive discussion was led by Superintendents Susan



Lobby, Hotel Fairmont

M. Dorsey, Los Angeles; Joseph Marr Gwinn, San Francisco, and Ada York, San Diego.

The Junior High School

On Thursday morning the city and district superintendents' section had a notable discussion of the junior high school. Superintendent Ansel S. Williams of Stockton was the presiding officer. "What Is a Junior High School?" was defined by A. C. Olney, State Commissioner of Secondary Schools, and Superintendent Gwinn of San Francisco. Outstanding problems of the junior high school curriculum were capably analyzed by Superintendents William John Cooper, Fresno; Paul Stewart, Santa Barbara, and F. F. Martin, Santa Monica.

"The Organization and Financing of Junior High Schools" attracted particular attention and was discussed by Superintendents Walter Bachrodt, San Jose; Walter T. Helms, Richmond, and Arthur Walter, Salinas.

The County Superintendents

In their Thursday morning session, the county superintendents focused upon their own office, its problems and responsibilities. Superintendent Joseph Hancock presided. A pleasant preface of the program was "A Little Journey to Washington, D. C.," personally conducted by Superintendent L. E. Chenoweth, Kern County.

A series of splendid practical suggestions on "Modernizing the County Superintendency" were made by Superintendents Mark Keppel, Los Angeles, and Ira C. Landis, Riverside County. D. E. Martin of Alameda County, who was to have appeared on this program, was absent owing to the death of his mother.

Mrs. Grace C. Stanley, State Commissioner of Elementary Schools, led a lively discussion of "The Betterment of the One-room School." She was followed by Superintendents Mildred M.

Gregory, Mono County; Charlotte Cunningham, Shasta County, and Cecil M. Davis, Santa Cruz County.

"Americanization, from the Standpoint of a Workable and Effective County Program," was the next theme and was presented by Superintendents J. G. Force, Monterey County; James B. Davidson, Marin County; Ida Collins, San Bernardino County, and Joseph Hancock, Santa Clara County.

Mr. A. R. Heron, Assistant Superintendent of Public Instruction, who has prepared invaluable financial and statistical material for the citizens and school people of California, led in a consideration of "Problems of Budgets, Estimates and Apportionments." Detailed discussion provoking much interest was given by Superintendents H. H. Sauber, Colusa County; S. M. Chaney, Glenn County; G. P. Morgan, Tuolumne County, and Ella Austin, Nevada County.

Preceding the general session on Thursday afternoon, brief memorial exercises arranged by James A. Barr, were held to commemorate the memory of Dr. Frederic L. Burk and Dr. Alexis F. Lange. Superintendent James B. Davidson of Marin County spoke feelingly of the life and work of Dr. Burk. Superintendent William John Cooper of Fresno told of the great work done by Dr. Lange during his many years of service in the University of California.

General Session

Superintendent Ada York presided most acceptably over the general session of Thursday afternoon. "Character Training in the Secondary School" was the initial theme and was recognized as of highest importance. A thorough and comprehensive statement of the problems were made by Superintendents H. C. Johnson, San Diego; H. B. Wilson, Berkeley; G. V. Whaley, Pomona, and J. A. Cranston, Santa Ana; and by Principal Walter A. Tenney of the McClymonds High School, Oakland.

Mr. Sam H. Cohn, State Deputy Superintendent of Public Instruction, led next in a general discussion of recent court decisions on Tenure. Recent decisions affecting city superintendents were presented by Superintendent Paul Stewart of Santa Barbara, who is President of the Southern Section, California Teachers' Association.

The concluding theme of the afternoon session was a clear and helpful explanation of "Health Supervision Under the New Manual," by Dr. Herbert R. Stolz of the State Office.

Friday Morning

Two important section meetings were held on the closing morning of the Convention. The City and District Superintendents' Section was presided over by Superintendent W. E. Faught. "The Superintendent and Part-Time Education" was treated by Mr. Nicholas Ricciardi, State Commissioner of Vocational Education; Superintendents George C. Albee, Eureka, and C. R. Holbrook, San Bernardino.

The professional leadership of the Superintendent was inspiringly depicted by Superintendent Fred M. Hunter, Oakland; Karl F. Adams, Santa Cruz, and F. S. Ramsdell, Pittsburg.

Professional Ethics among Superintendents was placed on a high plane by Superintendents.

Mr. Percy W. Towne, Director of the California State Automobile Association, made a most interesting talk upon "Safety Instruction in the Schools."

The Supervision and Emergency Fund

At their closing session County Superintendents, presided over by Superintendent C. F. Schwoerer, discussed the Supervision and Emergency Fund. The question, "Has Rural Supervision Justified Itself?" was answered ringingly in the affirmative by Superintendents Arthur S. Pope, Santa Barbara County; Meta N. Footman, Madera County; Harry Bessac, San Joaquin County, and C. S. Weaver, Merced County.

Superintendents Roy Good, Mendocino County; Louise Clark, Sonoma County, L. S. Newton, Siskiyou, and H. C. Coe, Imperial County, gave interesting accounts of ways in which county supervision is organized in their counties, and graphically described some of the obstacles in the way of rural supervision.

Concluding General Session

The final session of this most successful convention occurred Friday afternoon. President E. P. Clarke of the State Board of Education spoke of the Retirement Salary Fund and showed that it was in a most healthy condition. Arthur H. Chamberlain, Executive Secretary of the California Teachers' Association, spoke briefly upon some phases of "Placement of Teachers."

The administration and supervision credential was fully discussed and analyzed by Hon. Will C. Wood. His lucid address was followed by general discussion. The reports of the Committees on Legislation and Resolutions appear elsewhere in this issue.

Some Activities

The California Teachers' Association Placement Bureau had a service station in the lobby of the hotel and was a center for those who were interested in placement problems. A meeting of Appointment Secretaries was arranged by Mrs. Cheney, who is president of the national organization.

The Humane Society of California had an attractive display of charts and literature on exhibition. Miss Alice Park of Palo Alto was in charge.

During the week many superintendents who are members of service clubs attended lunches of San Francisco clubs. Special announcements were made of Rotary, Lions, Optimists and Knights of the Round Table.

It was the general opinion that Hotel Fairmont was an ideal place for the convention. Meeting places, service, surroundings, could not have been bettered.

REPORT OF THE LEGISLATIVE COMMITTEE

YOUR Committee on School Legislation has held five meetings and has given eleven hours to the consideration of School Legislation. We submit the following report and recommendations for your consideration. We recommend the enactment of laws covering the following matters:

1. A law to empower each school district to act as trustee of the moneys arising from school activities which in the judgment of the School Board are necessary, but which are not carried on at public expense. The School Board is to deposit such money in bank and to make a proper accounting of it, but not to deposit it in the County Treasury.

2. A law should be passed classifying school districts.

3. A law should be passed specifically requiring a county High School levy in harmony with constitutional amendment No. 16.

4. We thank the Legislature for submitting constitutional amendment No. 5 to the vote of the people, and urge its adoption, because the amendment provides for the temporary loaning of surplus funds, thereby enabling school districts and other municipalities to avoid the registration of warrants and the loss due to paying interest thereon.

5. We recommend the reintroduction and passage of Senate Bill 446 to enable school district to construct school buildings by day labor.

6. We recommend the passage of a law to apply to the recall of members of school boards.

7. We recommend the passage of a law to define clearly what an unincumbered school balance is and to provide for the lawful disposal of such balances.

8. We recommend the reintroduction and passage of our former bills providing for cafeterias, teacherages, and dormitories.

9. We favor a law which will clearly define and sanction the present practice of the State Controller in apportioning the full state common school allowance of \$700.00 per statutory teacher, and in apportioning the full High School allowance and \$10.00 per pupil in average daily attendance from the State High School fund in the first half of the school year.

10. We favor an amendment of section 1701 to clarify the law in regard to administration and supervision certificates by providing that temporary principals may serve for not more than one semester in any school year without such certificate provided they hold proper regular certificates; and to provide that principals of schools of less than six teachers and supervisors who devote less than one-half of their time to supervision need hold only the certificates required of teachers in the public schools.

11. We favor amending 1775 of the political code so that it will provide that County Boards of Education may grant special certificates upon credentials granted by the State Board of Education under 1519a instead of enumerating the list of certificates now named in said section.

12. We favor amending section 1610½ so that the holder of an elementary and Junior High School certificate as well as the holder of a regular high school certificate may teach in the kind of schools named in section 1610½ second.

13. We favor a law making 7th and 8th grade Junior High School pupils High School pupils in all respects.

14. We favor the utmost endeavor to maintain the tenure and retirement salary laws unimpaired.

15. We favor a law to authorize and require Boards of Supervisors to provide money from the county general fund for the support and maintenance of schools made necessary by the assembling of groups of children under the authority of the County Probation Officer or the Judge of the Juvenile Court when such pupils are brought from districts other than the ones in which the children's homes are.

16. We favor amending the Eden bill removing the time limit therefrom.

17. We wish to try to revise the transportation law to take care of pupils who reside outside of areas where the costs of transportation are reasonable.

18. We recommend a new section 1609A to authorize superintendents and principals to administer oaths.

19. We recommend a law to make the limit of expenditures \$500 instead of \$200 without advertising.

20. We suggest that your committee be empowered and directed to approve and support desirable school measures which may be introduced by other parties or organizations and to condemn and oppose school measures which are considered undesirable by your committee.

Respectfully submitted, Mark Keppel, chairman; Ansel S. Williams, A. G. Elmore, J. M. Gwinn, Fred M. Hunter, S. M. Chaney, George C. Bush, Susan M. Dorsey, William H. Hanlon, Wm. John Cooper, Frederick F. Martin.

Report unanimously adopted.

RESOLUTIONS

(Unanimously endorsed by the convention.)

WHEREAS, It is the belief of the county, city and district superintendents of schools assembled in annual convention at San Francisco, California, that education of school children to the hazards of modern motor vehicle traffic has an important and valuable place in the curriculum of the public schools of California, and

WHEREAS, A statistical analysis of motor vehicle accidents resulting in fatalities or injuries to school children show that in many cases the child is wholly or partially to blame.

BE IT THEREFORE RESOLVED, That it is the recommendation of this convention that continued and broadened education of school children to traffic hazards is a necessity and that such education should be fostered and encouraged throughout the public schools of the State, and

BE IT FURTHER RESOLVED, That this convention does hereby commend the public safety activities carried on among the school children of the State by the California State Automobile Association and the Automobile Club of Southern California, and

WHEREAS, The California Society for the Blind is about to undertake a census that will give citizens the exact information of the number and needs of the blind in this state, and

THEREFORE BE IT RESOLVED, That the City, County and District Superintendents of the State pledge their co-operation in the efforts of the California Society for the Blind to take a census of the blind adults and children in California, to the end that the less fortunate may be aided by the more fortunate.

WHEREAS, The platoon system of school organization and administration is a much discussed topic among educational leaders and workers at the present time and two points of view seem to have developed concerning the success of the operation of this system, and

WHEREAS, The State Superintendent of California is undertaking a thorough investigation of the curriculum of the elementary schools of the State, covering a period of a year, and enlisting the services of expert leadership both within the State and from eastern universities, and

WHEREAS, One of the problems of this survey will inevitably concern itself with the effect of the platoon system upon the development and administration of the curriculum.

THEREFORE BE IT RESOLVED, That this convention respectfully memorialize the United States Commissioner of Education, the Honorable John J. Tigert, to instruct the investigators and workers operating under his direction to hold an open minded attitude upon the success or failure of the platoon plan until all evidence concerning the present status of this plan of administration which is at present available shall have been gathered and such conclusions reached as will be warranted by a wholly scientific survey of its operation in all parts of the United States to the present date.

RESOLVED, That it be the sense of the convention that the law requiring the teaching of the United States Constitution be and it is hereby heartily approved.

WHEREAS, An extended and thorough survey and investigation of the elementary curriculum of the schools of the State by the Superintendent of Public Instruction has been undertaken.

THEREFORE BE IT RESOLVED, That we city and county superintendents pledge Superintendent Wood our hearty support and co-operation in carrying on this investigation.

RESOLVED, That we express our sense of profound loss to the cause of true education through the deaths during the past year of Alexis F. Lange, the kindly, sympathetic prophet, and Frederic Burk, the vigorous educational crusader; that we highly appreciate

the broad visioned enduring achievements of these two apostles of the realities in education; that we extend our heartfelt sympathy to David F. Martin, Superintendent of Schools of Alameda County, in his sorrow at the death of his mother.

RESOLVED, That we extend our grateful appreciation to all who have so kindly and thoughtfully added to our pleasure and comfort during the Superintendent's Convention held in the City of San Francisco.

We heartily thank the head of the City Government and the heads of the city schools for their cordial welcome.

We shall ever have pleasant memories of the head of the San Francisco public school music department for her untiring efforts to make the music of the Convention a success.

Throughout the Convention the management of the Fairmont Hotel, as well as every employee, has anticipated our every wish.

We thank the San Francisco Entertainment Committee for giving us an opportunity to visit the schools and the show places of the city, and to the city in general for its unbounded hospitality shown to the Convention.

To the Press of the city that so graciously put at our disposal their columns we extend grateful appreciation. We wish also to express our appreciation for the excellent and comprehensive program presented to us by our ever thoughtful Superintendent of Public Instruction.

A. N. WHEELOCK, Chairman.

Added to these resolutions was one lending strong endorsement to the Child Labor Bill, and expressing hope that California would lend support to the amendment.

The following resolution, introduced by Superintendent Fred M. Hunter of Oakland, was unanimously adopted:

"That the State Board of Education be memorialized by the Superintendents of the State of California, assembled in annual convention, requesting that they perform their constitutional duty in supplying to the elementary schools of the State of California text-books in all required subjects, including spelling and penmanship."

DR. FREDERIC BURK

The Tribute of Richard D. Faulkner
Before the California School-
masters' Club, Oct. 3, 1924

IT IS fitting that this club should pause for a single moment to pay tribute to the man who inspired its organization.

I knew Dr. Frederic Burk long and intimately. I find it difficult to reflect in a brief paragraph his worth and work. His personality was baffling at times even to those of us who loved him best. If he had died some years ago he would have been remembered, if at all, for his destructive criticism of traditional methods that shackled the progress of children with nothing constructive to replace what his brilliant pen had inveighed against. In recent years, however, the system of individual training which he advocated has come not only to be accepted in theory; but "he lived to see the public schools all over this land studying or adopting his system or lack of system." At the moment of his death he was still far in the lead. He ran "with the torches" until he fell. He has now passed them "to the hands of other runners." His work will live. There will be interpreters of his system by widely separated groups of teachers. There will come a time when men who look back upon their school days will revere his name for the opportunity an unshackled course of study gave them. He was the friend of childhood.

TWO NEARLY FORGOTTEN STANZAS OF "AMERICA"

By SAMUEL FRANCIS SMITH

*Our glorious land today,
'Neath education's sway,
Soars upward still.
Its halls of learning fair,
Whose bounties all may share,
Behold them everywhere,
On vale and hill!*

*Thy safeguard, Liberty,
The school shall ever be—
Our nation's pride!
No tyrant hand shall smite,
While with encircling might
All here are taught the Right
With Truth allied.*

NORTH COAST SECTION, C. T. A.

THE fourth annual session of the North Coast Section, C. T. A., met at Ukiah in the beautiful new grammar school auditorium and continued in session September 22, 23 and 24. The program had been arranged by Superintendent Roy Good of Mendocino county. The President of the association was Mr. J. S. Cotton, Principal of Fort Bragg High School. The talent presented included State Superintendent Will C. Wood, President Mark Keppel of the Council of Education, Dr. R. W. Swetman, the new President of Humboldt State Teachers' College; Dr. Rudolph Lindquist and Dr. Raymond Franzen of the University of California; Stanley B. Wilson, formerly member of the State Board of Education; Mrs. James S. Skee, State Congress of Parents and Teachers; Miss Dorothy Ledyard, Director of Nursing Service, Pacific Division, American Red Cross; Herbert H. Stolz, State Director of Physical Education.

The spirit of the meeting was the same as has prevailed in the section since its formation four years ago. Everywhere there was evidenced a desire for increased professional standards and co-operation of educational forces. Superintendent Wood, in a note-worthy address, interpreted the American spirit through literature, and in an evening address open to the public, showed the relation of the school to the community.

Superintendent Mark Keppel in forceful manner made clear the values in educational organization and showed what the State Association had done and could do toward building up the profession. The other speakers from first to last were well received and the addresses and discussions were valuable in the extreme. The music was of a high order. Under the direction of Mr. L. B. Cain, Director of Music of the Kingsburg Schools, the entire association took part from session to session. Mrs. Robert Bugbee as accompanist, both for the community singing and for the splendid male quartette, received the thanks of the audience.

In addition to several splendid general sessions, there were section meetings covering work for the elementary schools, the high schools, and departments of English, history, mathematics, science, commercial, physical education, music and industrial art.

There was a comprehensive report on the National Education Association meeting at Washington, given by Mr. H. O. Coale, the delegate from the section. Mr. Coale brought

before the members the important features of the recent national meeting. Secretary Chamberlain gave emphasis to the need for all teachers taking membership in the national association, and spoke of the value of the Journal of the N. E. A.

At the business meeting matters of importance were considered. The officers for the ensuing year are:

President, Principal H. B. Stewart of Arcata.

Vice-president, Superintendent E. A. Moore of Del Norte County.

Secretary-treasurer, Miss Shirley Perry, Ukiah High School.

Member of the Council of Education for two-year term, Principal George C. Jensen of High School, Eureka.

During the meeting a resolution having unanimous approval of the Association, was transmitted to the Washington State Teachers' Association, this for the purpose of aiding the teachers of the State of Washington in their contest against the reactionary forces that are endeavoring to reduce the funds for school purposes. The resolution follows:

"The California Teachers' Association, North Coast Section, in annual convention assembled, sends to the teachers of Washington, greetings. We realize that efforts are now being made by certain reactionary interests to effect a reduction in the financial support of your schools. Because such reduction would be greatly to the disadvantage of the future citizens of your state and the nation, we trust your teachers will unite solidly in the state association to combat such proposed action. The cause of education and the proposed crisis should bring into the state and national organizations every teacher in your state."

Motion by Mr. Jensen in effect that the North Coast Section be authorized to make such provision as necessary to send delegates to the annual meeting of the N. E. A. As finally prevailing, the motion limited the amount to be appropriated to \$300 for two delegates or \$150 for one.

Report on By-Laws

The report of the By-Laws Committee on proposed amendments to the Constitution was adopted as follows:

Article 3, Section 3. The terms of the officers unless otherwise provided in the By-Laws, shall begin on January 1, following their election at the annual meeting, and shall continue for one year or until their successors are duly elected, except that the term of the office of Secretary-treasurer shall be for two years.

Article 5—Elections. Elections shall be by Australian ballot, official ballots being fur-

nished to members; provided, that when there is only one nominee for an office, the Secretary shall be instructed to cast a unanimous ballot. H. O. Coale, chairman; E. C. Moore, W. E. Fenetty, Committee.

Legislative Report

Whereas, Subdivision 7 of Section 1662 of the Political Code relating to the registration of minors by principals and teachers contains no penalty by which said law can be enforced, and

Whereas, the returns from said registration of minors are incomplete and of no use as school records, be it

Resolved, that the said law be repealed.

Whereas, the present teachers' tenure law discriminates in favor of the teachers of the larger schools, be it

Resolved, that we favor amending the law so as to apply to teachers and principals of all schools.

GEORGE C. ALBEE, Chairman.
P. W. SMITH.

Resolutions

Among the important resolutions adopted by the Association was one recognizing the opportunity and responsibility of the public schools in the development of personal and civic conscience and in due respect for law. A further resolution urged the teaching of the Constitution of the United States. Measures tending to impair the efficiency of the state school system were deplored. Approval was given the health program for elementary schools, the county free library and to the efforts to attain larger active support of the National Education Association. The latter resolution reads as follows:

"The National Education Association merits the active support of every teacher and of every state teachers' organization, therefore,

"Be It Resolved, That we emphatically endorse the campaign of the National Education Association for 100 per cent membership in this state and urge upon every member of the section the obligation to support by continuous membership the splendid work of the national organization."

There was a strong resolution relative to the proposal made by the State Board of Education to abandon, for the time being at least, its policy of printing copy books and writing manuals for use in the schools. "Such action," said the resolution, "would mean the transfer of the burden of expense for these text books from the state to the people of the county," and

would be "partial abandonment of the free text book principle." The resolution pointed out that such action, if taken lawfully, could with equal validity be applied to texts in other subjects. The action of the Board, therefore, was condemned and with decision to transmit copies of the resolution to each section of the C. T. A.

A strong resolution on membership in the State Association was adopted as follows.

Whereas, It appears from the records of the North Coast Section that approximately 30 per cent of the teachers now employed in these counties are not members of the organization; therefore,

Be it Resolved, That we, the members of the California Teachers' Association, North Coast Section, hereby recognize the services rendered by the State organization in the interest of public education in California, and we most strongly urge every teacher to support by active membership, the efforts of the Association.

MRS. ANNIE R. BABCOCK, Chairman;
FRED B. PATTON, T. G. ALLISON, JOHN HARDWICK, GEORGE C. BARTON, Committee.

CHILDREN'S BOOK WEEK IN THE PHILADELPHIA PUBLIC SCHOOLS

ADA F. LIVERIGHT, Librarian Pedagogical
Library, Philadelphia, Pa.

THE Philadelphia public school children have been observing Children's Book Week since 1920. We are planning to make our fifth anniversary—the sixth of the Book Publishers' Association—a very general celebration in which all the pupils, from the tiny tots of the kindergarten to the high school seniors, will take part. The kindergarten children have never before had their attention drawn to Children's Book Week, but this year we have a new supply of the original Jessie Willcox Smith poster for their enjoyment. The possibilities of stories that may be drawn from this poster are inexhaustible and you may be sure it is the children who will be encouraged to tell the stories, not the teachers. Then the kindergarten children are going to be encouraged to make little books. Already they are busy collecting gaily colored pictures for pasting in these books which will become their very own property.

The program for elementary industrial art

(Continued on page 659)

VISIT TO A CHOCOLATE FACTORY

JAMES A. BARR



Cacao Bean

AS WELL said by Mrs. Robson in "The Story of Chocolate" now running from month to month in this magazine, "It is hard to realize as one sips a cup of chocolate today, how much legendary tradition and historical association surround the modest cacao bean." Away back in 1519 Cortez is said to have been the first European to taste chocolate. Unfortunately for Montezuma, the Aztec emperor, it was served to the Spanish conqueror in "goblets of gold with spoons of finely wrought tortoise shell." As a result, the Aztecs lost emperor, gold and chocolate.

But while the many legends and traditions concerning chocolate are interesting, a visit to a modern factory to see at first hand just how cocoa and chocolate are made is the most interesting of all. It was the privilege of the writer recently to visit the Ghirardelli factory in San Francisco and to study the process of manufacture from bean to beverage and cake. Chaperoned by that dean of chocolate makers, Mr. D. L. Ghirardelli, the party began its tour with the huge warehouse rooms where the cacao beans are stored. It was like a lesson in geography sampling the odd-looking brownish beans from South and Central America, the West Indies and Africa.

The factory is filled with special machinery, that almost seems to think, while sanitation and cleanliness throughout were features. After the beans are thoroughly cleaned, they go to the roasters, where they

stay about an hour and a half. After roasting the beans are cooled, cracked and the shells removed, again by machines. The beans, now perfectly dry, go to the grinders. These grinders, arranged in batteries of three at different heights, are a most interesting sight. The beans go in perfectly dry and without anything being added to or taken from them, they are changed within two or three minutes to a rich, brownish liquid, and all because the grinding mill stones

have brought out the vegetable oil, cocoa butter, that makes just about half of the weight of the beans.

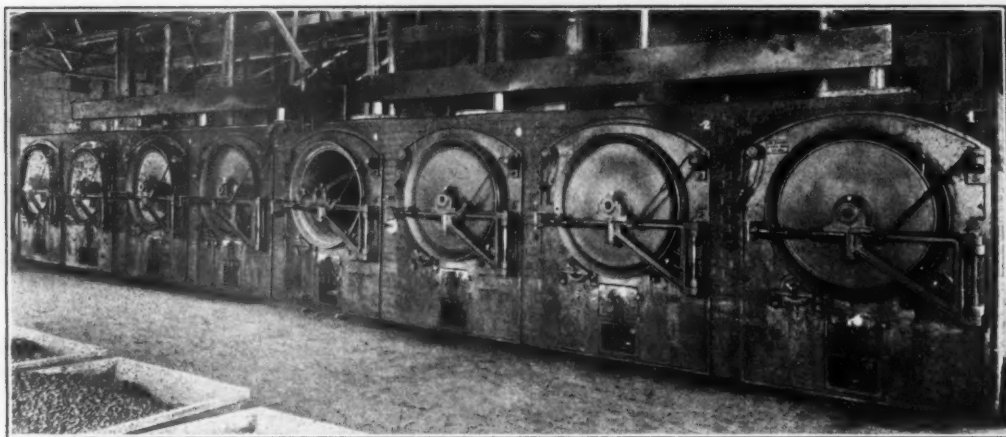
The liquid cocoa then moves to the presses. Here a pressure of 6,000 pounds to the square inch quickly removes the greater part of the oil, leaving great cakes of solid cocoa, which may easily be crumbled between the fingers. These cakes when dried and ground again, become the powdered cocoa, from which the beverage is made.

This powdered cocoa, plus powdered sugar, plus varying quantities of the liquid cocoa from the grinders form the chocolate used as a beverage and also the bar or cake chocolate, with which all are familiar. And what a maze of "thinking" machines are used for each process, mixing, grinding, rolling, placing in moulds, labeling, boxing and finally shunting to the sales-rooms, ready for markets the world over.

One of the "cleverest" of the many "clever" machines is the one that fills, weighs and



Shipping Cacao Beans from the Plantation



Roasters in Ghirardelli Factory

labels the cans. The cans go through these machines in a constant procession as fast as they can roll with never an error as to weight, pasting or label. Probably no manufactured product that reaches the table is so near the natural product as are cocoa and chocolate. Cocoa, the beverage, is simply the cacao bean ground and refined with most of the cocoa butter taken out, while chocolate is cocoa retaining the butter with powdered sugar added. No one, however, without seeing the "wheels go round" in the factory can appreciate how much depends on the process of manufacture and this the Ghirardelli's have reduced to an exact science during seventy-two years of cocoa and chocolate manufacturing in San Francisco.

JUNIPERO SERRA SCHOOL, PASADENA

MARGARET S. SCHORR, Teacher

JUNIPERO SERRA SCHOOL in Pasadena is a public school whose pupils are all of Mexican parentage. We, who teach in this institution, believe that these children are in no way inferior. For the last three years we have occupied a beautiful building of Mexican architecture, and fully equipped to fill the needs of these children. We have showers, hot and cold; a clinic, a work shop and domestic science rooms where even the small girls are taught sewing and cooking. There is a dining-room where students serve "the penny lunch." We like to have noon-hour visitors. We are proud of the "silent grace" before one child eats a bite, and the sweet manners of our little Mexicans.

In music and art these children really excel.

In "Music Appreciation" contests held throughout the schools in Pasadena, Junipero Serra has stood highest, and has taken many honors in athletics.

Our parents co-operate with us always. They pay well when there is an admission to school entertainments, and appreciate what is being done for them. We have seen almost no cases of grafting or beggary. In Junipero Serra we have a Parent-Teacher Association of 48 members, officered entirely by the Mexican mothers.

Perhaps as a whole our children are not as eager for learning as Orientals, but they love to come to school, and do not seem to care at all for holidays and vacations.

The City has a dispensary in our neighborhood; there is the Edna Alter Settlement House and Woman's Hospital, and both a Protestant and a Catholic mission. Model cottages have been built by the Mexican Homes Association, where some of our people live for the same rent often charged Mexicans for hovels. All these are factors in helping these people to live decently. They are being given "a chance," which we who work with them know most of them never had before.

Each year many of the same families send their children to us better dressed and cleaner than they were the year before. Those in the Kindergarten and Primary are often as attractive as any American children. We are especially proud of those who have been with us for several years. Their development seems almost a marvel. Woe-begone little immigrants often come to us, but in a few months they seem like different children.

Perhaps these children won't have the same

(Continued on page 672)

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

TRAINING OUR P. T. A. MEMBERS MRS. HUGH BRADFORD

MUCH attention has been given lately to the so-called "Institutes." One of the most successful institutes for advising our members as to how to carry on our work, was held at the last state convention. That instruction was given to the eleven hundred delegates but so large is California's group of active members that those delegates can merely serve as leaders for others. The various districts in the state, serving as great sections for conference and instruction, have likewise been holding institutes. We feel they are most valuable to the state for with 1,200 associations and ninety thousand members, we are bound to be a force whose effect shall be in proportion to the ideals it serves. Without direction, or with wrong impressions as to the purposes, these associations may not only fail as good organizations but may actually be diverted into channels of work which are not countenanced by our state and national policies. It certainly is time well spent in teaching our members how best to serve.

We are not only teaching our members but the public at large that we are not merely financial adjuncts to the schools; that the financial assistance given is but a demonstration of one small bit of our willingness to help in a material way, that the real purpose is to bring about better homes, better schools and better communities by organized effort; to secure for the future citizens an environment in school and home that shall give them the opportunity of being better citizens than the present generation could possibly be.

National Conference

The National Board of Managers of the National Congress of Parents and Teachers met in Denver from September 30 to October 2. Most of the National officers and chairmen were present and sixteen states sent their presidents. This meeting was most valuable for the smaller group was able to discuss fully various problems that can only be touched upon at the National Convention. One of the first pieces of business was to vote that we cooperate with the National Thrift Committee,

of which Mr. Arthur Chamberlain is chairman.

Uniform constitutions for states as well as locals was advocated. One of the most interesting ventures is that of the extension work and demonstration of the rural P. T. A., as is planned by Mrs. Cleaver for a national project. This work will be conducted in North Dakota and will cover a period of five years. The rural people of North Dakota are most eager for this work and the superintendents of schools from all sections have traveled many hundred miles to learn how to start the organization work. The money for this work is to be derived from the 1925 Child Welfare Day Fund, which is the gift from locals to the National each year, on its birthday.

A resolution protesting the practice of hazing was passed. It promised the aid of our groups to the school authorities in their effort to stamp out this dangerous practice.

The protest against the sale of salacious literature is to be vigorously carried on.

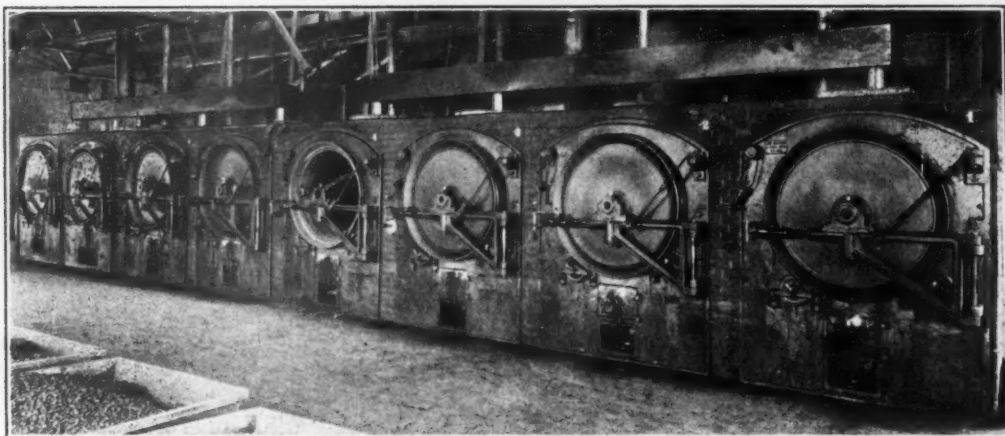
Many suggestions were given as to the efficient conduct of the national projects in the many states. Various problems common to the states were discussed and advice given.

For three days the work was carried on, each night seeing us at work till midnight. Denver was a most hospitable hostess city and extended us the opportunity of meeting its local workers at luncheons and banquets.

Colorado held its convention on the last two days of our stay and had our national president give an address in the municipal auditorium on October 1. Mr. Jesse H. Newlon, the new president of the N. E. A. gave a warm welcome to our group and said that both locally and in his larger educational field he had confidence in the work. Mrs. Mary C. Bradford, of Denver, state superintendent of Colorado, gave a warm tribute to the organization. Mrs. Bradford has long been an ardent supporter of our group but it was a wonderful treat to hear her eloquent address that evening.

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(Continued on page 661)



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FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

Oregon's Excellent Work

DEAR Mr. Barr:

We lend books for exhibit far and wide to book dealers, libraries and clubs, and try to present the actual books, as they stimulate great interest in ownership. We publish book marks giving lists of home libraries for children. Our State Library supplies the books and the book marks and the local libraries throughout the State make exhibits and have quite a variety of plans for local work. We send circular letters to all Parent-Teacher Associations and to Clubs.

Very sincerely yours,

CORNELIA MARVIN.

Librarian, Oregon State Library.

Program for Children's Book Week

DEAR Mr. Editor:

The following program is suggested for the city-wide observance of Children's Book Week. All the points put forth were very successfully practiced by the New Brunswick, New Jersey, Free Public Library either last year or the year before. The program is designed (1) to direct the thoughts of the young people of the city toward books and reading and (2) to present the opportunities offered by and the personal interest of each child in the public library.

I. "Posterize" the busy sections of the city, and the school buildings, three weeks in advance, announcing the Week and the plans. (See also suggestion II 2 below.) Also make arrangements with school authorities, parochial and public.

II. Arrange the following school contests so that prizes can be awarded during Children's Book Week, and productions can be placed on public display in the library all during the week itself.

1. Essay Contest in each of the grade schools, on appropriate subjects as "What the Public Library Means to Me," with a first and second prize in each school, namely illustrated classics (Wendell series of Rand or Golden Books of McKay).

2. Poster designing contest in the Junior High School, with similar books as first, second and third prizes. These posters can then be used in the "posterizing" the following year.

3. Bookplate designing contest in Senior High School, with three like prizes, or better, allow any choice of books within means.

N. B.—The money for these prizes is to be obtained from the Rotary, Kiwanis and other civic clubs (in New Brunswick's case \$6.00 from each of four clubs).

III. During the Week schedule all fifth and sixth year classes of grade schools (other grades if time allows) to visit the Children's Depart-

ment of the public library with following plans:

1. Let librarian present the appeal of the library and explain the essentials of its use.

2. Distribute a copy of "Book Shelf for Boys and Girls" (Bowker) to each teacher accompanying her class. Give each pupil a copy of the library bulletin prepared especially for the occasion, or else "Gifts for Children's Book Shelves" (A. L. A.); emphasize building up of home libraries of their own.

3. Offer special inducements, during the Week only, to bring former pupil borrowers back to library by (1) halving outstanding fines and (2) eliminating charge for new cards replacing those lost.

IV. Let each school of the city, through its own principal, present the public library with a book as an expression of interest and appreciation, the money to be obtained by voluntary penny contributions from the student body.

V. The above gifts to the library, and the book prizes for the contests are to be presented formally at a special auditorium assembly in each school, scheduled beforehand. The librarian himself will here receive the gifts to the library with apt comment. This function in the Senior High School offers peculiar opportunities. These assemblies should be made distinctly special occasions for joint observance of the Week in each school, with special speakers, as writers for children, and should serve as a fitting climax for Children's Book Week in each case.

VI. Attention is called to the fact that in 1924 Father and Son Week coincides with Children's Book Week, offering the latter still further opportunities.

HAROLD F. BRIGHAM,

Directing Librarian, Free Public Library,
New Brunswick, N. J.

Bureau of Education Bulletin

THE Preparation of Teachers, is the title of an important industrial education circular (No. 22) recently issued by the U. S. Bureau of Education. It deals specifically with the training of teachers in the manual arts and industrial education. In summarizing the materials, Mr. Charles A. Bennett of the Manual Arts Press states that there has been a significant recognition of a broader interpretation of the task of the manual arts teacher. We have said in the past that we should have educational background and general professional training in common with other teachers, in addition to the special preparation for technical phases of his work; but at the meeting we have had a new appreciation of what this means. It has been brought out here that the manual arts teacher must have broad preparation. Unusual personal qualifications, and especially genuine ability as a social leader, if he is to meet present-day demands.



EDUCATIONAL LITERATURE



CHILDREN'S BOOK WEEK, NOVEMBER 9 TO 15, 1924

SUGGESTIONS FOR COMMUNITIES FOR CHILDREN'S BOOK WEEK

FORM a Book Week committee, with representatives of the groups listed below. Plan November programs and exhibits of books in these groups.

Display posters, "More Books in the Home" and "Let's Read Together."

Distribute card miniatures of posters, as invitations and lists.

Arrange for newspaper articles on boys' and girls' reading, and newspaper contests for best book reviews, book posters, book-plate designs, book-cases, library photographs, book lists, etc.

Distribute lists of the best books for children. Consult local library or state library commission in preparing these.

Plan window displays and interior displays for book stores and public library, of picture books and toy books for little children, "a library for a girl's room," "a library for a boy's room," and other groups. Include a group of books about child psychology and children's reading for parents and teachers, "a parents' bookshelf." Books in displays should include a variety of editions to suit many tastes and purses. Book cases made in local manual training classes might be used in displays, with photographs of boys' and girls' home libraries.

For the churches, suggest special sermons on children's reading and revision of the Sunday School Library.

Book Week Projects

"**C**OULD we give one gift to every child" says William Frederick Bigelow in a recent Good Housekeeping Magazine, "we should choose the love of books."

There is no better way to direct children than to help them help themselves. Self-expression is the keynote to growth. Opportunity given to boys and girls for self-expression in connection with the annual national Children's Book Week will react in a keener appreciation of books. Mrs. Blanche Graham Williams of the Indianapolis Public Schools has made some excellent suggestions as to Book Week Projects:

The Book Play

Of all the activities in which a school may engage there is none finer in educational value or purpose than the school play. Not only does it give splendid opportunity for self-expression on the part of the child, but also in its staging it offers problems for every department of the school. The underlying principle of a play for Children's Book Week should be to create enthusiasm for the best books. Two printed plays which are good for use or adaptation are "Friends in Bookland," by W. A. Hope, pub-

lished by Macmillan; "The Children's Book Shelf," by Patten Beard, in *Child Life*, November, 1922; "The Trial on Book Hill," by Ruby Phillips Bramwell, in *Normal Instructor* and *Primary Plans*, November, 1923; and prize plays in "The Gossip Shop," in *Bookman*, January, 1924. Help pupils write their own plays to include their favorite characters.

Creating a Taste for Books

1. Get pupil's expression of his own preferences in books, orally and in letter to teacher or parent.

2. Have boys and girls report on books liked by parents when they were children.

3. In geography and history classes, talk about the books that will add interest to study; historical stories, stories about other countries, books of travel, etc.

4. Talk about the various kinds of books in the school or public library, including books recommended for supplementary reading and in reading circle lists.

Contests

1. Writing Essays:

On favorite books.

On favorite book characters.

On local book club and its proposed work.

On care of books.

2. Best poster designs, on books or reading.

3. Best slogans for book posters.

4. Best book-plate designs.

5. Best book-cases.

6. Best book-mark designs.

7. Best original verse for book-marks.

8. Best collection of book quotations.

9. Best ten suggestions for care of books.

10. Best book cheers.

The best essays should be printed in local newspapers and in the school paper, and should have a place on the assembly program during Book Week. The best book-marks should be printed by the school printing class and distributed to pupils as souvenirs of the Week.

Ask the public library to hold an exhibit of original designs for book posters and book-plates, or interest a down-town store in displaying original drawings in windows. Have them on display in school assembly room. Have the book issue invitations to parents to attend exhibit during Book Week.

How It Was Done Last Year

MORE than 3,500 states and towns took part in the Children's Book Week last year. The Children's Book Store in Los Angeles, working closely with clubs, churches, the library, the Parent-Teacher Association, gave prizes through the schools for the highest percentages in an "Earn-a-Book" campaign, which brought great

results in purchases by 3,000 school children who earned the money for books.

J. K. Gill Company of Portland, Oregon, introduced "Gillikin," a book elf, to Portland during Book Week, in a pantomime called "Book Land Folk." Gillikin called forth from a huge book set in the big corner windows of the store, well-loved characters from books, with a crowded audience on street and sidewalk. Gillikin later delighted children and grown folks at a party and play in the shop. Gillikin seals were placed in every book sold. Gillikin says: "In the Boys' and Girls' Own Book Shop, it is children's Book Week all year round."

The art director of the Denver Public Schools organized a playlet, "Bookland," which was given in the art room of the public library as a project worked out by the school children. As the pages of a huge book were turned, the characters appeared.

Talks were given in the Bangor, Maine, library by the Boy Scout director, and by the dean of the high school.

In Birmingham, Alabama, the library wrote to more than one hundred ministers suggesting co-operation. Photographs of library displays, and book lists, were given full-page space in newspapers. Bookplate designing contests were held in the schools.

At Paul Elder's store in San Francisco, in connection with the exhibition of books and original illustrations, the three-reel film, "The Making of a Book," was shown each morning in the children's room; every afternoon there were book talks by authors, and other prominent speakers, recitations by the children, and a book film. On Saturday of Book Week, prizes and diplomas were awarded to the 72 boys and girls who had completed the reading suggested during the summer in the Vacation Reading Club. The Jury of Award was composed of book review editors representing all the local papers.

Many California schools used the idea of "Earn-a-Book" this week, exhibiting the books children bought with their earnings.

All the country schools in Fresno County, California, received suggestions for Children's Book Week and directions for a contest book from the County Library. Book prizes were given for the best essays of 300 words on "A visit with a story book friend."

The Seattle Mothers' Congress Circle gave a luncheon at the close of Children's Book Week, in honor of the sixteen children's librarians of the city to whom the Congress expressed appreciation of service and guidance in their children's reading.

Women's Clubs and Children's Books

THE Literature Division of the General Federation of Women's Clubs will stress the value of books in the home during the coming biennial period, and to that end has prepared a Home Library List with books for all members of the family, about one-fourth of which are children's books. This list will be sent to any club making request of the chairman (Mrs. L. A. Miller, 1528 N. Nevada Avenue, Colorado Springs, Colorado) and enclosing a stamped self-addressed envelope. Ask for American Home Series, Number 1.

"The Book and the Child" is the second of the Federation's American Home Series, prepared at the request of the National Association of Book Publishers for use in plans for Children's Book Week. These suggestions come also from the Division of Literature, with the special message, "All clubs are urged to cooperate

with the librarians in their efforts to encourage appreciation of better books during Children's Book Week, November 9-15, 1924." Suggestions are included for club meetings, for book exhibits and book talks, for story-telling, and for the study of children's books.

The Division of Literature recommends especially for Children's Book Week, "Own a Book—Earn a Book," suggesting that "the ownership of books be encouraged by putting on a campaign of earning a book among the children of the community, celebrating Book Week by the purchase. The book exhibit and book talks should precede selection and the interest of the teachers should be enlisted. In Los Angeles last year 4,000 school children earned and purchased books in such a campaign; one of the banks cooperated by furnishing a small savings bank in the shape of a volume. The children should have their money ready but reserve their purchase until after the exhibit and the guidance of the daily chat there. The book purchased must be one that will bear re-reading and be treasured always. Such a campaign and investment of hard-earned funds will have greater educational value than any mere talk about books.



Know Your Public Library

THE following questionnaire prepared by the American Library Association and based on a statement issued by the Ohio State Library is offered as a suggestion to libraries, women's clubs, Rotary or other civic clubs and to high school teachers, as the basis of special programs or study which might appropriately make a part of plans for American Education Week:

COMMUNITY SERVICE

Does your library have branches or service stations for outlying districts?

Are all elements in the community reached? Business men, foreigners, factory girls?

Is the library used by 30 per cent of the population, a reasonable minimum?

Is the annual circulation of books five times the population of the city?

CHILDREN'S WORK

(Building for the future)

Is there a children's librarian with special training?

A special reading room with low tables and shelves?

A well selected, adequate collection of children's books?

Is work correlated with that of schools?

ADULT EDUCATION

Does your library make an organized effort to aid men and women and boys and girls out of school in planning courses of reading for self-education?

BOOK STOCK

Is collection adapted to the interests of the community?

Is it kept up by frequent buying?

QUARTERS

Is library centrally situated? In good repair? Clean? Attractive?

Are reading room and book space adequate?

STAFF

Is service gladly or grudgingly given?

Have librarian and assistants had as much general education as teachers must have?

What professional library training have they had?

Are salaries sufficient for good service?

Are they comparable with school salaries?

INCOME

Does tax levy average \$1.00 per capita, a reasonable standard?

Is there other revenue?

GOVERNMENT

Who are your library trustees?

Are they interested in library progress?

SOURCES OF INFORMATION

Your librarian and trustees.

Your State Library or Library Commission (for laws, standards, comparisons).

Book Week in California Libraries

THE libraries of California are unanimous in their plans to celebrate Children's Book Week. The librarians, of course, have different ideas of impressing the public with the importance of this subject. Everywhere selections of the best books are shown, good short lists are distributed, talks are given in schools as well as libraries, and the children are invited to take part by making posters and writing stories and

essays. In many of the smaller towns some merchant has been induced to stock good children's books, thus making it possible at Christmas for parents to use the information imparted.

Amador County Free Library

AMADOR County is rich; mining men know that it is crossed by the fabulously valuable gold-bearing strip called the Mother Lode. But it is likewise rich in something above the ground, the county free library. Children's Book Week will be observed this year by variations of the plan which proved so successful last year: Talks at meetings of the women's clubs, visits by the librarian to the schools, posters and essays by the children, and as a climax a book party to which hundreds of children will come dressed to represent favorite characters and books.

Berkeley Public Library

THE Berkeley Public Library has found its clientele greatly interested in Children's Book Week. One of the most important parts of the celebration is the education of adults through exhibits of worth-while, interesting new books, and also of good editions of old classics. Last year 104 children attended the Saturday morning story hour Children's Book Week; and on that day the Library circulated 355 children's books, a new high mark for the public library of the university city. Printed lists of recommended books were freely circulated from the library, and through the public schools, which were visited by members of the library staff. Advantage is taken of the willingness of book and department stores to make attractive window and other displays of children's books.

Lassen County Free Library

UP in Lassen County, under the smoke plume of the only active volcano in America, Children's Book Week is not limited to a week, but continues until Christmas. The county librarian has been able to induce a drug store in the county seat to stock a supply of well selected children's books, thus making it possible for parents to put into practice what the county library teaches.

Contra Costa County Free Library

ONE of the great aims of the county library is to bring the books to the people. Generally speaking, this objective is reached through the placing of branches throughout the territory covered. During November, however, the county librarian goes a step further: she packs up 150 of the most attractive children's books and takes them around over the county, so that parents who might otherwise not see them may learn what would delight the child at Christmas time.

San Diego Public Library

THE San Diego Public Library will have a program of stories, music and book talks at 4 o'clock every day of Children's Book Week. During these meetings certificates will be awarded to the children who have read twenty standard books and reported on them.

Los Angeles Public Library

CHILDREN'S Book Week gives opportunity for librarians to put into practice a conviction of long standing that ownership of books by children is highly desirable. The Los Angeles Public Library was last year able to influence children in two desirable ways: first it held before them the possibility of their attaining a creditable objective through work; and then it emphasized the value of book ownership by the individual. Reports from classroom teachers showed that 4,000 children actually earned a book.

Pasadena Public Library

THE Pasadena Public Library will exhibit choice children's books and book lists in the adult library. The local newspapers plan to run a daily article written by the children's librarian. Pasadena is fortunate in having a Boys' and Girls' Library where posters made by children will be exhibited, and where an author will talk to the children.

Paris Library School

THE Paris Library School is held at the American Library in Paris, 10 Rue de l'Elysee, and is conducted under the auspices of the American Library Association. Prominent French professors, librarians and publishers are among its lecturers. It has the cooperation of the Bibliothèque Nationale, and of the municipal and other libraries in Paris, which the students visit or use as laboratories for practice work. The Paris Library School is a result of the wartime activities of the American Library Association and the American Committee for Work in Devastated France. These two organizations in their library service to troops and civilians, demonstrated the possibilities of American library methods, which aim to serve all the people of a community, including the children, and not primarily scholars or privileged individuals.

The new popular libraries established in France by the American Committee, under the direction of Miss Jessie Carson, have since the war been gradually taken over by their local committees. But the training, especially for work with children, necessary for librarians of the new type, was unobtainable in France until the establishment of the Paris Library School. The American Committee for Devastated France financed this experiment of bringing training facilities to France, thereby making them available to many more young French women than the few who have been sent to the United States for instruction. The Paris Library School is the newest of the various social and educational agencies established by Americans during or as a consequence of the war, and it is now the only one which is still under American administration.

St. Nicholas

FOR fifty-one years, St. Nicholas has held a truly extraordinary place in the affections of American families; it has been a real factor in the American home, its ideals inspiring the youngsters who pored over its pages with a warm, genuine appreciation of home, a coopera-

tive and fair-play spirit, and a definite desire to contribute their share of love, cheerful service, friendliness and fun—and if need be, of quiet, determined self-sacrifice. It has been, too, a factor in American citizenship. It has taught love and worthy pride of country, that a life to be respectable must be useful, that no helpful work need be degrading, and that snobbishness has no part in any level of American life.

The first editor, Mary Mapes Dodge, seems almost to have been born for that particular work. At the time when Dr. Holland and Mr. Roswell Smith were considering the publication of a juvenile monthly, Mrs. Dodge was associated with Harriet Beecher Stowe and Donald G. Mitchell in the editorship of "Hearth and Home," a weekly periodical with one of the largest audiences of that time. She had charge of the juvenile department, and her inspired conduct of this brought her a reputation as an editor which equalled that which she already enjoyed as the author of that immensely popular—and still popular—juvenile classic, "Hans Brinker, or the The Silver Skates."

Louisa M. Alcott was one of the earlier St. Nicholas authors. There was poetry in those early volumes by Bryant, Longfellow, Whittier, and Christine Rossetti; there were short articles by Bret Harte, John Hay, Donald G. Mitchell, Elizabeth Stuart Phelps, and Charles Dudley Warner.

Kipling's Jungle Stories were written for St. Nicholas; Jack London wrote for it; Mrs. Frances Hodgson Burnett's "Little Lord Fauntleroy" was a St. Nicholas serial. Andrew Lang told in its pages "The Story of the Golden Fleece"; Joel Chandler Harris and Thomas Nelson Page contributed characteristic Southern stories; Mrs. Dodge herself, her noble story of "Donald and Dorothy"; Mrs. C. V. Jamison, "Lady Jane" and "Toinette's Philip."

Lord Tennyson wrote expressly for St. Nicholas two exquisite child songs. There were welcome contributions from Eugene Field, James Whitcomb Riley and Joaquin Miller, Ernest Thompson Seton, Dallas Lore Sharp, Mary E. Wilkins—and from Kate Douglas Wiggin and Richard Harding Davis the very first of their stories to be published.

Current Events

IT IS within a comparatively few years that the teaching of current events has come to be recognized as pretty nearly a necessity. Current events is not a fad. It has found a permanent place in the curriculum because its teaching is founded upon a very sound theory. That theory recognizes that the real reason for the spending of public money to maintain the schools is that we may rear a generation better equipped to carry on the responsibilities of citizenship. Every subject taught should contribute to that end. It seems obvious that the student can have no intelligent understanding of citizenship unless he has a fair knowledge of what is going on in this and other nations. One little paper, Current Events, has for twenty-three years taught our boys and girls how to take an intelligent interest in current affairs. Today Current Events is found in weekly use in nearly every school.

My Bookhouse. Edited by Olive Beaupre Miller. Six volumes. Profusely illustrated in colors. Published by The Bookhouse for Children, Chicago. Distributed by Neville Book Company, San Francisco. 1920.

"My Bookhouse" is a collection of stories from the world's best literature, edited by Olive Beaupre Miller, a teacher, writer of children's stories, and a mother,—and it is her own idea of what is desirable for children to read in their early life, or in the formative period of their development, from babyhood up to high school. Every story is designed to aid a mother in training the character, and disciplining her own child through the story values or moral that is subtly brought out. Mrs. Miller is a recognized authority on children's literature and her work is the only one of its kind on the market today.

Recently the Child Welfare magazine featured a stimulating article by Mrs. Miller on "Right Reading for Children." She stressed the influence of imaginative literature, the value of fiction in children's reading, the evil of the "preachy" story, and insistence upon real literature.

Volume One of the Bookhouse is for the youngest child and is entitled "In the Nursery." Volume Two is "Up One Pair of Stairs." Volume Three "Through Fairy Halls," is chiefly fairy tales, but it is well balanced, as are all these volumes, with good, realistic and humorous stories, since the child at no time should be allowed stories all of one type, lest his thought grow one-sided.

"The Treasure Chest" is the book of adventure, progressing from the more adventurous fairy tales to realistic adventure.

"From the Tower Window" is the book of romantic adventures, and its basic material consists of stories from the great national epics.

In this manner each one of the five volumes represents a distinct phase of the child's development. The last volume, "The Latch Key," contains all the explanatory material which has been reserved for this book in order that no smallest note of adult or professional thought might mar the childlikeness of the other volumes.

The Constitution of Our Country. By Frank A. Rexford and Clara L. Carson. 186 pp., il. American Book Company. 1924. 76c.

This book has been prepared to meet the laws of many states which require the teaching of the Constitution in the public schools. It will serve this specific purpose in the eighth grade in California admirably. For it gives a brief history and explanation of the Constitution in terms of everyday life—its principles, the activities under it, the duties it implies, and the rights it assures. It throws light on all government functions and centers the emphasis upon the relations of the young citizen to his country. The presentation is enlivened by appropriate pictures, stimulating questions, and references to the text of the Constitution. The style is simple, the diction suitable for eighth graders.

Laboratory Problems in Physics. By Angus L. Cavanagh and Clyde M. Westcott. 127 pp., il. Ginn & Company. 1924. 96c.

Los Angeles deserves praise for the production of this atlas of physics experiments. Mr. Cav-

anagh, principal of the Warren G. Harding High School, and Mr. Westcott, head of science department, Hollywood High School, have collaborated this volume. As is well known, students are very prone to confuse the observed facts of experiments with text book statements. This volume develops the laboratory work **independently** from the text book and consistently aims to train students in independent thinking.

As wide a use as possible is made of commercial articles, instead of purely scientific apparatus that is never seen outside the classroom. Fifty-nine experiments are outlined with painstaking thoroughness and accuracy. The exercises range from the determination of the area of a triangle to different types of spectra.

Carl and the Cotton Gin. By Sara Ware Bassett. 264 pp., il. Little Brown Company. 1924. \$1.65.

The Invention Series, of which this is the fifth volume, deals in a spirited and interesting way with the great inventions. The printing press, the steam engine, the telephone, and the wireless have furnished the themes for the preceding volumes, with Paul, Steve, Ted and Walter as heroes.

In this volume, the history of cotton is interwoven in the story of an ambitious school boy, whose family and friends profit by his apparently mischievous pranks.

Carl McGregor was the oldest boy in Widow McGregor's brood of youngsters, and he thought it rather hard that his mother made him go to school instead of letting him go to work in Davis and Coulter's cotton mills, where his friends Hal and Louise Harling were employed. However, he plugged along at his studies until the arrival of his mother's brother, Frederick.

Uncle Frederick was a sea captain with wonderful tales of the strange countries he had visited and the marvelous sights he had seen. Carl became interested in cotton, which his uncle had seen growing in many lands, and gradually, from various sources, he learned the whole history of cotton and the different experiments which have finally resulted in the manufacture of cotton thread and fabrics as we know them today.

The Platoon School. By Charles L. Spain. 262 p., il. Macmillan Company. 1924.

The deputy superintendent of Detroit schools has made a splendid analysis of the adaptation of the elementary school organization to the curriculum. His study is full of constructive suggestions and helpful materials on the reorganization of schools in terms of twentieth century ideals and needs. There are many illustrations and tables and the material is well classified.

Chapter 7, dealing with controversial questions, is particularly helpful. Dr. Spain answers such questions as these: (1) Does not the platoon school organization make project teaching almost impossible because of its departmentalization? (2) Do not pupils in platoon schools lose the personal touch? (3) Are not pupils in platoon schools under a nervous strain? (4) Does not frequent change of classes waste time and cause disorder?

In his conclusion he states that the school of the future will provide for greater individual

freedom and opportunity for initiative, that the curriculum will be still further differentiated and that there will be individual-group instruction.

Publicity and the Public School. By Clyde R. Miller and Fred Charles. 179 p. Houghton Mifflin Company. \$1.20.

The director of publications of the Cleveland Public Schools and a member of the editorial staff of the Cleveland Plain Dealer have collaborated in the production of this timely and useful volume. It is one of the Riverside Educational Monographs edited by Henry Suzzalo. A luminous introductory statement is made by Dean Frank E. Spaulding of Yale University. Of special interest is Chapter 8, which deals with some features of a constructive program. Often in a volume the most important or significant words are those which close it. Such is the case with this. The authors, in closing, declare that effective publicity, whatever its object, works by indirection. School publicity, they state, must have as its only object the telling of the story of education.

In the city of Cleveland has been demonstrated effectively, by the authors, the possibilities of practical methods and sound principles of continuous educational publicity.

Plant Anatomy. By William Chase Stevens. Fourth Edition, Revised. 398 p. il. Blakiston's Son & Company. 1924.

This volume considers plant structure from the standpoint of the development and functions of the tissues. It is also a handbook of micro-technic. The fact that this standard college text is now in its fourth edition is ample testimony of its teaching merit.

Education Through Woodworking. A series of prize winning essays, with introduction by Arthur Dean. Published by the Educational Department, American Woodworking Machinery Company, Rochester, N. Y. Pages 350. il.

What is the status of woodworking in the educational world of today? What progress, if any, has been made during the past forty years? What are the ideals and ideas of its teachers? At what goal are they striving, and by what classroom and shop practices are they endeavoring to accomplish that end?

If you would like to know the answer to those questions if, as a progressive teacher, you would like to have in compact form the ideas, methods and practices of five hundred and more of your fellow educators, then you should see to it that a copy of "Education Through Woodworking" is in your library.

"Education Through Woodworking" is the title of a 350-page, leather bound and handsomely printed and illustrated book, which has been privately printed and distributed by the Educational Department of the American Woodworking Machinery Company. One copy of the book has been presented to each of the some 550 contestants who were represented in the \$10,000 prize essay contest recently conducted by the publisher.

In our humble estimation a much better title for the book would have been "The Story of Woodworking as It Stands Today," for the book

is a veritable compendium of the highest thought available on that subject. As Arthur Dean points out in his introduction, there are enough suggestions in the book for woodworking teachers to last them for the next decade. And Arthur Dean's introduction, by the way, is not the least interesting or informative section of the book. No one can read his chapter without a better understanding and a renewed appreciation of the value of woodworking and cabinet making in the school curriculum.

Approximately three quarters of the book is devoted to the twenty-two prize winning essays and to excerpts of the salient points of all the essays. The title of the competition was, "What I Am Doing or Propose to Do to Make the Subject of Cabinet Making of More Educational Value to My Pupils," and the contestants tell us in their own words exactly that. Vague generalities are conspicuous by their absence. Concrete cases and examples are invariably cited to uphold the opinions expressed, and there is scarcely a question a woodworking teacher could ask which is not answered somewhere in the book.

Not all the essayists agree as to method and practice. Some favor the group method while others are strongly in favor of the individual project, but each writer states clearly and simply why he teaches the way he does and what he has accomplished by so doing. All agree, however, that the ultimate purpose of woodworking is the training of the mind as well as the hands, the making of men as well as the manufacture of furniture, etc. No one can read the book and fail to feel the sincerity and earnestness of its many authors.

The publishers, too, are to be congratulated in that they gave the judges an absolutely free rein. There were no restrictions or qualifications of any kind and no attempt was made to convert the book into an advertising medium in the slightest degree.

It is this candid expression of opinion on the part of the essayists which makes the book so valuable to the woodworking teacher, and when to the splendid thoughts and methods outlined in the essays and excerpts is added the chapter on "Shop Practices," one can readily see why "Education Through Woodworking" is in such demand.

The book was originally intended only for the contestants, but as its importance became more and more manifest, the American Woodworking Machinery Company ordered a small supply for other teachers of woodworking. As long as this extra supply lasts, bona fide members of that profession may purchase the books at \$2.50, which is less than the actual cost of manufacture and mailing, but are asked to state their teaching connection when ordering.

ALBERT D. PERRY.

Applied Business English, by Hubert A. Hager, and **Applied Business Correspondence**, by Rupert P. SoRelle. The Gregg Publishing Co., pp. 144.

Both Mr. Hager and Mr. SoRelle, through their long years of experience and owing to their connection with the Gregg Publishing Co., are well prepared to write a comprehensive

treatise on applied business English and applied business correspondence. The book in hand is sufficiently brief to be a hand book for busy people. It is sufficiently detailed for classroom purposes. It is a practical, working manual and is a revision of the former book under the same title. The authors realize that a great amount of time is lost or absolutely wasted in the teaching of English in the high school. They give emphasis to certain minimum essentials and show how these essentials can be best mastered. There is treatment of sentence structure, the common parts of speech and exercises illustrating a proper usage with numerous problems showing application. Many type letters are given and the best business forms and practices. The book is a distinct contribution to the literature on the subject.

The Study Readers. By Alberta Walker and Mary R. Parkman. Fourth Year, 310 p. il. Fifth Year, 322 p. il. Charles E. Merrill Company. 1924.

The Study Readers are products of the James Ormund Wilson Normal School at Washington, D. C. They stress study technique and methodology. The authors, by following closely the scientific experiments of modern psychology, endeavor to reduce reading methodology to a basis of clearly determined fact.

In the best modern schools, there is not a single series of readers but many series, offering a wide range of materials and methods. Into such a program, the Walker-Parkman series will admirably fit.

The readers in this series are primarily concerned with the silent phase of reading—the study phase. The authors have accepted the principle that oral reading does not, with any definiteness, prepare for silent reading, and have attacked the problem the other way round, in the belief that good silent reading, which is really the heart of study, has a special function to be worked out in a special way.

That "special way" is attempted in this series by taking the child into confidence. He is told about the habits which are the stepping stones to competent reading; he is told about them in game form, which by its nature calls into play the activity for its own sake. Care has been taken in making the reading selection, through its introduction, connect with the child's life at some point of interest, and in formulating, at the end of the selection, pivotal questions about the reading.

The Boy Whaleman. By George F. Tucker. 283 p., 5 colored plates. Little Brown & Co. 1924. \$2.00.

The "Beacon Hill Bookshelf" is a commendable series of children's classics, handsomely printed, beautifully illustrated and well bound. Particularly satisfying is the large type, generous spacing, restful paper, and wide margins.

Every normal boy hankers for the mystery and romance of the sea. The story of Homer Bleechly, a New Bedford lad on board a whaling ship just before the Civil War, is packed with adventure and thrills. Bleechly was just fifteen when he shipped for a three years cruise on a whaler. Those three years took the lad from the Horn to the Arctic Zone, from southern waters,

where they hunted sperm whales for oil, to northern seas, where they killed bowheads for whalebone. He saw strange ports, traded with savages, and heard the sailors stories of various famous whalers and their adventures.

This account of his voyage is based on actual facts which are in themselves too unusual and interesting to need any decorative additions in the way of fiction. Among the things that happened on Bleechly's trip were the killing of a sperm whale which contained three hundred pounds of ambergris, a thing which might not happen once in a lifetime; an adventure with an angry whale, which resulted disastrously to the young whaleman; an unpleasant and dangerous encounter with a white man marooned on a South Sea island with savages; and countless shipboard occurrences that made the days pass very quickly. The story will have a strong appeal for boys, and for their fathers as well.

Beyond the Rainbow Bridge. By Frances G. Wickes. Milton Bradley Company. Pages 309. \$1.75.

This is one of the many delightful "Bradley Quality Books." In this book the beautiful Northern folk-lore is compiled and revised by Miss Wickes in such a fashion as to impress the reader with its charm and the wonder of the early imagination. Here are the myths of that fairy city above the Rainbow Bridge where the gold and marble palaces of the Norse Gods glisten in the sun. The tales tell of how the valiant Icelandic heroes venture forth across the Bridge to do battle with the Ice Gods below. The following from the author's dedication "To the Children" will show something of the real spirit of these wonder tales:

"Step softly, children! for we are going across the Rainbow Bridge to where the palaces of gold and of marble gleam in the summer sun. Great story makers dwell there, and we shall hear of their mighty deeds. Grim giants peer up at us, and we may feel their icy breath. As we look down, we shall see strange monsters lurking far below us in the deep. They, too, shall come into our tale, but we shall not fear them for Thor stands guard with his mighty hammer."

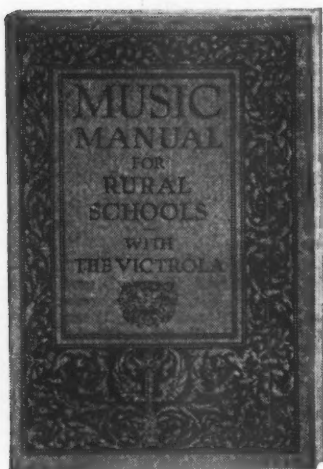
Among a few of the many tales are "The Search for Wisdom," "Thor's Visit to Jotunheim," "The Forging of the Hammer," "The Jewelled Necklace," "The Fenris Wolf" and "The Tale of the End." Full-page illustrations by Hildegard Lupprian add much to the attractiveness of the book.

The Story Reader. Book One. By Sara Cone Bryant. 120 p. il. Houghton Mifflin Company. 60c.

Mrs. Sara Cone Bryant is known as the author of several charming books on story telling to children. The Story Reader is a serial for children, an original continued story based on the real life of some real children. Book One is exclusively a continuous narrative about the daily life of a little boy and his friends. It is a good story, easy to read and piquant from the standpoint of childish curiosity. The boy's name is Gordon. In the first sentences, his "curly yellow hair and shiny blue eyes" are enumerated. He is a pure Nordie.

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NOTES AND COMMENT

Proceedings of the State Board of Education, October 6-11, 1924

THE State Board of Education met in regular quarterly session in Sacramento, California, October 6, 1924.

Mrs. Helene Hastings of Oakland, who was recently appointed to the board, was present. In accordance with law when the membership of the board is changed, a reorganization of the board took place. Mr. E. P. Clarke was re-elected president and Mr. Florence J. O'Brien of Chico was elected vice-president.

Letters were received from county and city superintendents protesting against the action taken by the board at the March meeting to suspend the printing of copybooks and to discontinue furnishing them to the schools for an indefinite period. After due consideration, the board rescinded its action of the March meeting and voted to continue to furnish copybooks to the schools. The contract with the Zaner-Bloser Company for their writing system was renewed for an additional period of four years.

A hearing of representatives of the State Council of Religious Education was held. The following persons appeared before the board: Rev. J. L. Corley, Methodist minister, Los Angeles; Rev. J. D. Springton, Baptist minister of Los Angeles; Rev. Luther B. Weigle, Episcopalian minister of San Francisco; Rev. F. M. Larkin, executive secretary of the State Federation of Protestant Churches; and J. O. Doolittle of Los Angeles, secretary of the Week-Day Church School Committee. They declared that the plan for excusing children from school for religious instruction had been successful in other places. Copies of the proposed bill they expect to introduce in the legislature for the week-day religious school plan were handed to the board. The board voted to make this matter the subject of consideration at the next regular meeting.

The executive secretary was authorized to employ two assistants for credential work, one for the Sacramento office and one for the Los Angeles office, the total compensation to be six thousand dollars for the two positions, which were to be effective January 1, 1925.

A committee, consisting of the president of the board the chairman of the textbook committee and Mr. Storke, was named to make investigations and report on the matter of supplying textbooks to the elementary schools of California without paying royalties.

At Mr. Storke's suggestion, the board voted to authorize the inclusion in the Book of Maps of an outline map of the United States, showing the principal rivers, mountains and cities.

The board recommended the sum of \$742,403.09 for the budget for the Schoolbook Fund, this budget to include the purchase of two new geographies and copybooks.

The board recommended the sum of \$190,520.00 for the general budget of the State Board of Education, \$108,920.00 of this amount to be included in the appropriation asked for and the balance to be covered by credential fees.

Mr. O'Brien, a member of the committee to interview the Attorney General in regard to the high school textbook law in the case of the Muzzey history, reported that the Attorney had ruled that the agreement between the publisher and the board constituted a contract. Legislative enactment to change the law relative to the adoption of high school textbooks was recommended. Such change would eliminate any reference to listing for a definite period.

Mr. O'Brien offered a motion to drop the Muzzey history from the high school textbook list. The motion was seconded by Mr. Storke, but the motion was defeated.

Mr. A. C. Olney, commissioner of secondary schools, was authorized to call the high school principals' convention at Santa Barbara on April 6, 1925.

In response to the request of the art conference held in San Francisco May 8-10, 1924, that Art be constituted a major subject in high schools and receive credit, hour for hour, as do other major subjects, towards entrance to

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"The President does not make laws or repeal laws. But every law that is made by Congress, whether he thinks it wise or foolish, necessary or unnecessary, he must execute faithfully. To do this he is given great power. He has the army and navy at his command and the militia of the states when in national service. He appoints helpers to enforce the law. He must see that these helpers are honest and capable men. Right here is his big job, here is the great burden that rests on our President,—to "take care that the laws be faithfully executed." Every person who obeys our laws helps the President; every person who disregards our laws, or makes light of them, increases his burden."

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higher institutions of learning, Mr. Olney pointed out that art is a special subject.

The board requested the executive secretary, the three commissioners of education and the chairman of the legislative committee to consider some amendments to the law relative to consolidating the small rural schools.

Mrs. Grace C. Stanley, Commissioner of Elementary Schools, was authorized to call the annual music conference at Pomona College some time in February.

The biennial reports of the commissioners of education, the supervisor of physical education and the board's report prepared by the president of the board were approved and the printing of these reports was authorized.

The commissioner of secondary schools was authorized to compile and print the Directory of Secondary Schools.

A bulletin of general information on vocational education, prepared in the office of the commissioner of vocational education, was approved and ordered printed.

The board approved the plan of rehabilitation for three years as presented by the federal board.

Mr. Robert Gallagher of San Francisco appeared before the board and requested the State Board of Education to standardize the teaching of shorthand in the schools of the state by adopting one system of shorthand. He urged that his system of shorthand was the equal or superior of any other system and that the State Board of Education was bound under these conditions to prescribe his system exclusively for use in the schools of the state. After considerable discussion, the matter was postponed until the next meeting of the board.

The following resolutions were adopted:

Whereas, The Attorney General has rendered an opinion that all persons employed to administer schools shall hold a school administration certificate; be it therefore

Resolved, That principals of schools of five teachers or less, one of whom acts as principal, and substitute principals employed from day to day for a total of not more than forty days in any school year at a substitute principal's salary shall not be considered as administrators requiring the school administration credential, inasmuch as their major duty is teaching and not administration.

Resolved, That heads of departments in high schools who devote more than half time to teaching shall not be required to hold the school supervision credential.

Resolved, That the Commission of Credentials be authorized to give an examination once each year to candidates for the school administration credential who cannot meet all technical requirements but who satisfy the Commission of their general fitness for administrative work, and to issue to successful candidates the school administration credential limited to three years, with renewal subject to the completion of ten units of collegiate work in school administration courses.

Whereas, The Commission of Credentials has experienced considerable difficulty in evaluating private instruction in music, be it therefore

Resolved, That candidates applying for the

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By
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Familiar stories of the Greek and Roman gods clearly and simply retold for use in high school classes. One hundred judiciously chosen illustrations add to the classical tone.

It is now being used in many California cities, among which are:

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special credential in music who do not present a diploma of graduation and transcript of record from a standard institution be required to pass a comprehensive examination in the field in which the credential is desired.

Mrs. Carrie Parsons Bryant was authorized to present a request to the State Board of Control for additional space for the Los Angeles office.

RETIREMENT SALARY BUSINESS

Refunds of erroneous salary deductions were granted, amounting to \$308.12.

Retirement salaries were granted as follows: Five hundred dollars per annum—Johanna Alstrom, St. Helena; Ida F. Anderson, Pasadena; Elizabeth H. Bailey, Stockton; Lottie Perkins Cemone, Alameda; Julia Ann Doran, San Francisco; Mrs. Mary F. Gannon, San Francisco; Ella B. Geary, Berkeley; Lena A. Jackson, Napa; Harriet Ellen Maguire, San Francisco; Isabel McFadden, Los Angeles; Rellie Melquiond, Oakland; Rachel Meyer, San Francisco; Nellie Augusta Morse, San Francisco; Waldron B. Philliber, Bieber; Harriet E. Rademaker, San Francisco; Mabel F. Sankey, San Francisco; Leigh Richmond Smith, Berkeley; Annie N. Unger, San Francisco; M. Fronia Whitehead, San Pedro; Walter Scott Wight, Los Angeles; Mrs. Henrietta Adams, San Luis Obispo; Agnes C. Ralph, Orange; Clara H. Smith, Ojal.

Under Section 14 of the law—Mrs. Louise M. Bishop, San Francisco; Minnie Bunker, Oakland; Mrs. Dora G. Ellis Hill, Fresno; Willis Lynch, Stockton; Ida Parneta McMillin, San Jose; Mrs. Alice A. E. Ralston, San Gregorio; Mrs. Mary A. Van Dyke, Berkeley.

The Board adjourned to meet in Sacramento in regular quarterly session on January 12, 1925.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

The power of radio to entertain the nations of the earth simultaneously is indicated by the fact that a special KGO (Oakland) program recently was broadcast to a vast audience of listeners in Australia, New Zealand, Tasmania, Chile, Peru, Ecuador, the Philippine Islands, China, Fiji Islands and various islands of Polynesia. Governors of the states of California, Washington, Oregon, Nevada, Arizona, Idaho and Utah were invited to participate in the program. Only the late dance-music part of the KGO broadcast schedule is heard in the South Seas owing to the great difference in time.

Schools that are teaching printing must out of necessity teach keyboard work preparatory to advancement to machine composition, and there is no better system for the beginner on keyboard work than the Linowriter. The Linowriter is a real typewriter with a keyboard similar to that of the linotype, intertype and linograph. The printing or writing shows the instructor just how accurate the pupil is and the progress he or she is making. These machines cost \$95.00 each and are now in use in more than one hundred vocational printing schools.

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THE CHALLENGE

(Continued from page 629)


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And be the utmost man has ever been.
'Tis then I feel my poverty of mind,
'Tis then I feel how much they need from
me,
How insufficient I to this great call,
And I am eager to replenish me
With knowledge broad and store of moral
power
That young lives be not cheated of their
due
Through my sheer emptiness and barren soul,
And future years heap not reproach on me
For having made them void of fruitfulness.

The *Virginia Journal of Education* has had a long and honorable history and is now in its 17th year. In preparation for the N. E. A. Convention in Washington it issued a special souvenir edition which is highly meritorious. The cover in colors represents historic places and people. The book is profusely illustrated and gives an excellent idea of schools and school buildings and school people in Virginia. The pictures of rural schools, Teachers Colleges and school motor coaches show that Virginia is making excellent progress.

The Pan-Pacific Food Conservation Conference which occurred in Honolulu during last August was notably successful and brought together distinguished delegates from most of the countries which border the Pacific. California and the Pacific Coast were well represented. The many relationships were recognized between a conservation program and the educational work of the schools. This was the fifth international conference which has been held under the auspices of the Pan-Pacific Union, of which Mr. Alexander Hume Ford is director.

Henry Disston & Sons, Inc., have begun the operation of their branch factory in Seattle, just completed. This new Disston plant carries the largest finished stock on the Pacific Coast—circular saws, band saws, cross-cut saws, machine knives, files, steel and saw tools—for immediate shipment. This plant is the largest saw works on the Pacific Coast. It is equipped for manufacturing saws to meet the special requirements of Western mills, and also for repairing saws of all types. It is equipped to cut down, grind, hammer and retoothe all styles of circular saws, repair projections on inserted-tooth saws, and retoothe, braze and piece band saws of every gauge.

The California League of Women Voters issues a valuable and important bulletin that will be of interest to many teachers. It carries concise reference material concerning civic affairs throughout California. The headquarters are at 233 Post Street, San Francisco.



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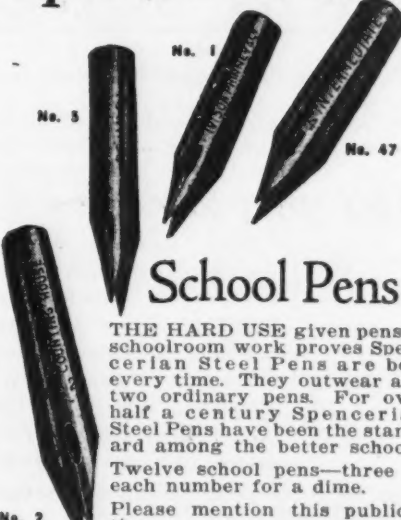
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BOOK WEEK IN THE PHILADELPHIA SCHOOLS]

(Continued from page 638)

work provides for making book racks and for bookbinding. Beautiful tied and dyed material made by the pupils will be used by them for binding their favorite books. The schools owning print shops will print lists of the best books, classified by grades, which will be distributed among the pupils.

The Department of Art Education is reorganizing its course of study in the elementary schools so no additional burden will be placed upon the teachers of drawing this year. They have promised to spade the ground during the week of November 9th and next year we may hope for a glorious harvest of book-plates and posters which will be an expression of the children's own ideas. In former years we have invited speakers to give talks on Books and Reading, or, in the lower grades, to tell stories. This year the children themselves are to take charge of the program and they will give talks in their own classrooms or in school assembly on the joys of owning their own books, on books as friends, give book plays or charades, and in some schools loan exhibitions of beautiful books belonging to the children themselves will be held.

In the high schools, in addition to an elaboration of the elementary school program, it is planned to have the students design book-plates and posters on Books and Book Week. The Pedagogical Library has several sets of lantern slides on "The Evolution of the Book" and "The Manufacture of Books," which will be lent to the schools throughout the week.

Vocational Education, once deemed a fad, is now recognized as a mighty ally of the common man, and of real democracy. Transforming the farmer from the "toil calloused, broken laborer" of Carlyle's time to the man of culture, "not to be distinguished from the brainworker in bearing or in breadth of scholarship is the miracle of education in vocation," as Eustace E. Windes expresses it in a recent *School Life*. After 60 years of agricultural education fostered by the Nation and State agricultural colleges and experiment stations, great changes have been wrought. The American farmer today expends less than 20 per cent of the labor in producing the nine principal crops of the county that his predecessor expended in producing the same quantity of these crops in 1850. He produces 2.3 times what the English farmer produces, 2.5 what the French farmer produces, and 6.5 times what the Italian farmer produces. Agricultural education is good business.



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TRAINING OUR P. T. A. MEMBERS

(Continued from page 641)

held in Austin, Texas on April 27 to May 2, 1925. San Antonio has asked for one day to be given over to her. Mrs. S. M. Marrs, the president of the Texas body has been making plans for the convention. The program is in the hands of a committee with whom our national president is meeting.

A students' handbook of administration is issued annually by Piedmont High School and is printed in the school printing department. This year the book of 80 pages with attractive cover design and excellent makeup is especially worthy of note.

One of the items is the price code of morals by W. J. Hutchins which comprises ten laws, self-mastery, self-reliance, self-improvement, reliability, sportsmanship, duty, good workmanship, team work, kindness, loyalty.

Mr. J. O. Engleman, formerly Field Secretary of the National Education Association, has severed his connection with the National Education Association and has been elected Superintendent of Schools of Terre Haute, Indiana. Mr. Engleman's services with the National Organization are remembered with appreciation. The good wishes of all go with him in his new field.

The Better School League is a national organization recently launched in Chicago for the betterment of the schools. J. W. McClinton, formerly Superintendent of Schools at Pueblo, Colorado, and at Mitchell, South Dakota, has been appointed Director. His experience in business activities has been confined largely to banking. In point of general attainment, professional experience, and knowledge of aspects of business activity, Mr. McClinton is unusually well equipped for the position which he now holds.

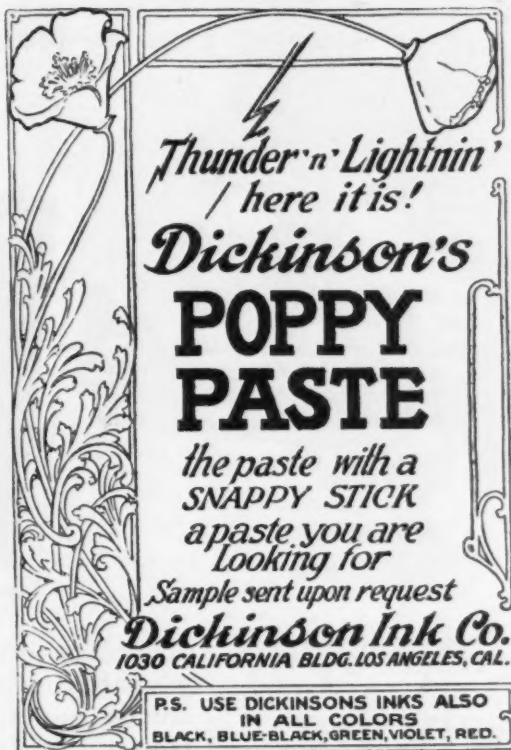
It is proposed to consult with educational authorities throughout the country, who, by their experience in survey work, will be competent to assist in deciding aspects of operation for the League. In due time, it is proposed that experimental work will be undertaken in small areas as a test of the efficiency of the organization. The fundamental principles which underlie the movement which resulted in the organization of the Better School League are set forth as follows:

It is the fundamental right of every American child to have an equal opportunity for maximum self development through education.

It is the individual responsibility of the citizen of today to the citizen of tomorrow to maintain education so that as the child develops into manhood he becomes a public asset, and not a public liability.

It is the purpose of the Better Schools League to make practical the altruistic ideals embodied in the statements preceding, thereby creating in the minds of our citizenship, a great appreciation of the layman's responsibility toward education.

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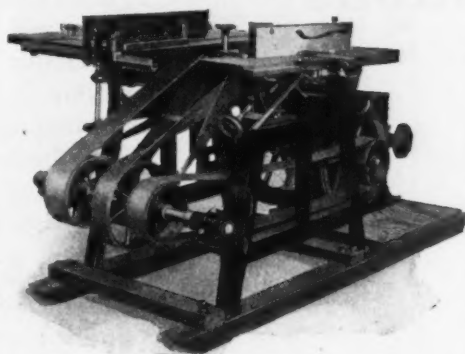
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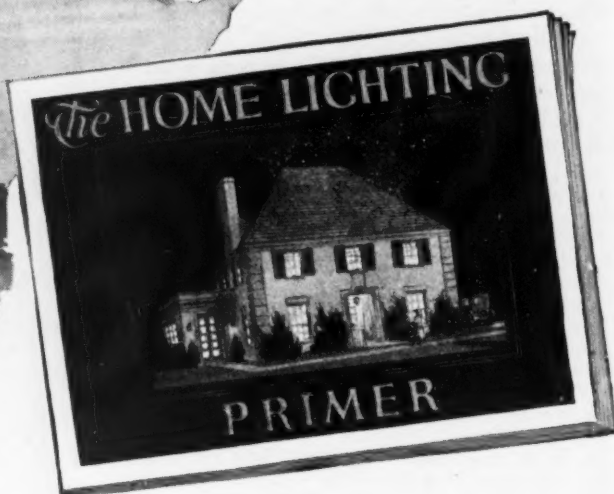


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To interest children in the importance of proper lighting in the home and through them, their parents, the entire electrical industry is united in a cooperative educational activity known as the Home Lighting Contest. A free Home Lighting Primer which fully explains the contest will be given to the school children and they will submit essays written from the illustrated lessons on home lighting. These essays will be written entirely at home, will not interfere with school work or take any of the teacher's time. Prizes for winning essays include college or university scholarships and the \$15,000 model electrical home.

The local electrical people will gladly explain the Home Lighting Contest and heartily cooperate with school authorities or teachers so that in future years there will be less eye trouble among school children.

The
LIGHTING EDUCATIONAL COMMITTEE
680 Fifth Avenue • • • New York, N.Y.



Say you saw it in the Sierra Educational News

data and help without charge to school officials on such lines as budgeting bond issues for new schools or additions, the distribution of yearly budgets, a model State tax law, school building programs, etc. The office of the Better Schools League is at 53 West Jackson Boulevard, Chicago. The board of directors is made up as follows:

Raymond M. Havens, President, Kansas City, Missouri; E. D. Hubbard, Vice-President, Chicago Heights; T. W. Vinson, Secretary, Chicago; George L. Schoonover, Cedar Rapids, Iowa; George L. Towne, Lincoln, Nebraska; Frank Bruce, Milwaukee, Wisconsin; Guy D. Hills, Seneca Falls, New York; R. T. Clayton, Birmingham, Alabama; Jasper Sipes, Oklahoma City; V. L. Wills, Chicago; J. W. Fricke, San Francisco; C. W. Hord, Sandusky, Ohio; W. O. Jones, Louisville, Kentucky; C. W. Knox, Minneapolis, Minn; E. W. A. Rowles, Chicago.

Del Norte County has voted \$5,000 as the beginning of a county fund for the preservation of redwood timberlands along the state highway in that county. This action follows the announcement by the Save the Redwoods League that a wonderful tract of 156.6 acres of redwood forest ten miles south of Crescent City, in Del Norte County, has been purchased by the League and will be deeded to the state for park purposes. It is the expectation of Del Norte County that each year a sum of money will be appropriated for the preservation of redwood parks until representative areas in various parts of the county have been saved. The supervisors recognize that the Redwood Highway is one of the great assets of the county.

A graduate school of business administration at Stanford University will soon be established as the only institution of its kind west of Chicago. The cost of maintaining such a department is estimated at \$50,000 per annum. Of this amount \$20,000 has already been pledged by Southern California business men.

Secretary Herbert Hoover, during a recent visit, brought to the attention of a group of San Francisco business men the need for such a graduate school. Hoover was requested to put his ideas on the subject in writing, which he did:

1. To teach business as a profession, upon a parity with engineering, law and medicine.
2. Through such a school to conduct as a part of instruction itself, definite research problems of business trends, of markets and distribution of the Pacific Coast, for the benefit of the commercial community and in cooperation with it.
3. Objective studies and statements from such an entirely independent institution upon economic questions affecting business.
4. The development of much larger sane economic understanding in the community.
5. Several hundred California youths are in attendance at Eastern universities. The demand for these men in the East upon graduation is far in excess of the supply, and California is losing many good brains.
6. California is a business empire in itself.

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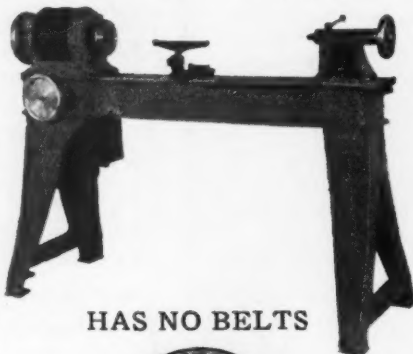
7. There is no such department in any university west of Chicago.

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Biology in the Re-organization of High School Sciences is the title of an excellent article in a recent issue of a University High School Journal published by the University of California High School, Oakland. A comprehensive and practical course of study is outlined.

Do elementary school pupils know when they are making mistakes in spelling? W. F. Tidymann, of Virginia, in a recent study published in *School and Society*, shows that frequently pupils do not know when they make mistakes and further, that words about which they were doubtful were usually wrong. How to meet the situation, he avers, is a matter of pure speculation. It would seem that these things are needed: (1) the development of a spelling consciousness, (2) to teach pupils to exercise care in spelling, to avoid careless errors, and (3) to train the pupils in using the dictionary, so that doubtful words may be looked up.

Smith and Ferris, the widely known Los Angeles advertising agency, has announced the occupancy of its new business home at 739 South Hope Street. During the first week in October, this nationally recognized firm conducted a series of delightful and hospitable reception days. The numerous guests included publishers and representatives, advertising clubs, service clubs, advertising agencies and graphic arts people. The new business house is unusual in its fine English gothic architecture and has a distinctive homelike appearance.

Penmanship Specialists Establish Western Branch. In order that they may cooperate with the city and county superintendents, supervisors, teachers, pupils and people generally interested in penmanship, the Zaner and Bloser Company, Penmanship Specialists, with a home office located in Columbus, Ohio, have established their Western Branch in Oakland under the management of Herbert R. Mathiesen. Instructors under the field supervision of Miss Mildred Moffet will cooperate with the school officials of California, Oregon, Washington and other western states in securing better handwriting in the schools.

Montana Education is the title of a new journal published by the Montana Education Association. The initial number appeared in September, 1924, and is attractive in make-up and content. R. J. Cunningham, editor and manager, is the Executive Secretary of the Montana Education Association. Montana Education replaces the Inter-Mountain Educator.

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Governor Richardson of California has appointed as member of the State Board of Education, Mrs. Helen Hastings of Oakland. Mrs. Hastings succeeds Mrs. Elizabeth Phillips of Porterville, whose term recently expired. The majority of members of the Board are now the appointees of Governor Richardson. Statement is made that Mrs. Hastings is a prominent club woman and well known on the east side of the bay.

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Address Principal
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Among the new school buildings recently opened is the Theodore Roosevelt High School in Oakland, with Miss Elizabeth Arlett as principal. This is one of the most modern of high school buildings with an equipment of the best.

Say you saw it in the Sierra Educational News

The California Federation of Business and Professional Women's Clubs held the fifth annual convention at Bakersfield October 9, 10 and 11. There was presented at the various sessions a most interesting and instructive program of addresses, reports and conferences. The work of this body shows conclusively that woman has found an important place in business and professional life.

American Education Week, November 17 to 23, will have general recognition this year. The program for the week as suggested by the United States Commissioner of Education, working in conjunction with the American Legion and the N. E. A., will be found on page 583 of our October issue. Those desiring further information should write the Bureau of Education, Washington, D. C., for material bearing on American Education Week.

The President of the World Federation of Education Associations, Dr. Augustus O. Thomas, announces the appointment of a worldwide commission on the removal of illiteracy. Serving as chairman of this commission is Mrs. Cora Wilson Stewart, who is the outstanding figure in the fight against illiteracy. With her upon the committee are representatives of Honduras, Italy, China, India, Canada and Japan.

Speakers already engaged to appear before the California Teachers' Association, Southern Section, at its coming meeting are Professor Osborne McConathy, Northwestern University, Evanston, on music; Dr. E. P. Cubberley, Supervision and Administration; Dr. Alfred N. Hitchcock, Supervisor of English, Hartford, Connecticut, on English; Professor H. H. Newman, University of Chicago, Biology; Professor Walter Miller, University of Missouri, Classics, Miss Nellie Gere, Supervisor of Art, University of California, Southern Branch, Art; Dr. Arthur D. Dean, Teachers' College, Columbia University, Vocational Education. All the above speakers will be engaged in offering various lecture series during the week.

Of additional speakers for general sessions there have already been scheduled from out of state, Dr. Henry Suzzalo, President of the University of Washington, and Superintendent J. H. Beveridge of the Omaha schools. It is also hoped that President Jesse Newlon of the N. E. A. and Superintendent of the Denver schools will be present.

Dr. George D. Strayer of Teachers' College, Columbia University, and Miss Florence Hale, Rural Supervisor of the State of Maine, will divide their time between the Bay and Southern sections.

During the Convention of City and County Superintendents at the Fairmont Hotel, San Francisco, there were a number of interesting educational exhibits, especially in the line of visual education. Ginn & Co. distributed free to members, copies of the Educational Scrapbook containing a number of familiar songs, popular choruses and excerpts from numerous textbooks, together with a number of pages for the taking of notes.

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A. C. Olney, Commissioner of Secondary schools for California, has been most successful in his attempt to bring about a shortened list of authorized text books for the use of high schools. Mr. Olney sought the aid of the publishers in his effort to have numerous texts dropped from the list. These publishers have voluntarily dropped 56 actual text books and 33 supplementary texts. The Commissioner says that all publishers "agreed that all those editions which had been replaced by revisions should be dropped and a few publishers thought that there should be a modification of the plan of dropping from the list those books which have been listed for three years and which have not been adopted for use in five high schools."

In the death of Charles Thompson Conger, California loses a school man of tremendous ability and high ideals. During his connection with the high schools of the city of Los Angeles, he has made himself a power in the development of professional spirit and the creation of worth while standards. He was, after coming to California from Chicago, where he served with distinction, principal of the high school at Bakersfield and then at Porterville. More recently he was at the Franklin High School and was at the beginning of the present year at the John C. Fremont High.

Mr. Conger contributed largely to the success of the High School Teachers' Association in Los Angeles. For some years he has been one of the prime movers in bringing to the front the Los Angeles School Journal. During the last two years he had been Editor-in-Chief. Only a few days before his death, he visited us in our office, where we talked over many matters connected with the best interests of the teaching profession in California. His place will be hard to fill.

As indicating the high regard in which Superintendent J. A. Cranston of Santa Ana is held by the teaching staff of that city, he was recently presented with an active life membership in the N. E. A. Mr. Cranston has served the city of Santa Ana for a considerable period and is deserving of the appreciation of teachers and the general public.

Miss Mildred Sykes, assistant supervisor of nature study, Los Angeles public schools, was one of the speakers representing California at the second annual meeting of the American Child Health Association held in Kansas City from October 14 to 16. Miss Sykes spoke on "The Teaching of Health Through Nature Study" before the teachers' section meeting to discuss the training of leaders for child health work.

Herbert Hoover, Secretary of the United States Department of Commerce, is president of the Association. Courtenay Dinwiddie, general executive of the Association, gave a review of the nationwide child health work done during the year, giving a review of the health survey of eighty-six cities, which included Berkeley, Fresno, Pasadena, Sacramento, Stockton and San Jose.

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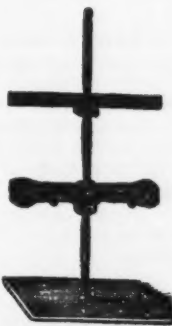
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The National Story Teller's League held its quadrennial convention at Detroit, October 9-11. A most interesting program was presented. The Year Book for 1924-1925, to be obtained of the Secretary at 3512 Bosworth Ave., Chicago, at 15 cents per copy, contains some interesting material.

"Blue-Print Reading and Shop Sketching for the Metal Trades"

By H. C. GIVENS

A practical text-book intended primarily for evening and part-time classes composed of those employed in industries where blue prints are used. It is divided into four parts covering blue-print reading, shop sketching, instrumental drawing and an appendix of useful information. 118 pages, 6 by 9. 110 figures. Cloth, \$1.75, postpaid. Copies gladly sent upon application.

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The Los Angeles School of Optometry, during the twenty years of its existence, has had much to do with the growth and development of the profession of optometry. Beginning with two small rooms and a half dozen students, the school has steadily grown and now occupies 7,000 square feet of floor space in the Wright and Callender Building in the business center of Los Angeles. The school is incorporated and chartered by the state of California to confer the degree of Doctor of Optometry upon qualified students.

The regular course in optometry leading to the degree is covered in two years. A one-year course is also given to prepare opticians for their work. Post graduate courses are given to those seeking advanced work. Evening classes are also held. The school has a fine technical library and is completely equipped for the work given. The Bulletin of Optometry issued by the school will be sent on request by addressing the Los Angeles School of Optometry, Wright and Callender Building, Los Angeles.

School and Society for September 20 carries a splendid article by D. W. Adamson, Simi Valley Union High School, on Practical Citizenship. Mr. Adamson sets forth in clear and definite fashion some of the principles underlying citizenship and shows how certain practical phases are being taught in the high school with which he is connected. The article is well worth reading.

The Eleventh Annual Report of Mrs. Alice G. Whitbeck, County Librarian of the Contra Costa County Free Library, gives a most interesting account of library progress. The library has ninety-three branches in the county. Forty-eight of the fifty-one elementary school districts and three of the six high schools in the county avail themselves of the service given by the County Library. A good choice of magazines is taken for each branch library and school and the report shows that 10,863 periodicals were borrowed for home reading.

Continuous cooperation has been carried on with the County Farm Home Demonstrator in furthering her nutrition projects by supplying

books to the centers on the subject; with the two Directors of Citizenship classes by furnishing them with easy texts, pictures, and foreign records; with the County Nurse by supplying the classrooms with books on health instruction and posters relating to hygiene; with the Chief Executive of the Boy Scouts by sending to the camp a case of books for boys; with the Manager of the Sunshine Camp by selecting books and records suitable for their rest periods and food posters for their dining room; with the County Superintendent of Schools by following closely his curriculum for the schools and in gathering all the reference material needed on educational research problems; with the County Federation of Women's Clubs and the Parent Teacher organizations by having exhibits of books and art pictures and in giving talks on books and reading whenever asked to do so.

The American Classical League, with Dr. Andrew F. West as President, is making public the report of the inquiry into the study and teaching of the classics, which study has been conducted by the Classical League for the past several years. Those interested in this report should communicate with the American Classical League through President West at Princeton.

Greek Is Now Taught in a relatively meagre number of colleges and high schools in the United States. The enrollment is so small, states the recent report of the American Classical League, as to cause deep concern. In the public high schools Greek is ordinarily not provided at all. The attitude of most state superintendents is neutral or unfavorable. Even when provided, Greek is usually left to take its forlorn chance in a scramble with easier studies of less intellectual power and of quick commercial use. That many who want Greek cannot get it in school is also indicated by the recent marked increase in beginners' Greek courses in college—work which properly belongs in high school and not in college and which reduces the power of the colleges to go ahead with college work in Greek for all students taking Greek in college.

Say you saw it in the Sierra Educational News

"What subjects are collegiate?" is apparently a reasonable question. No system now in operation for classifying subjects as to collegiate rank will stand any scientific test. This is the conclusion reached by the research committee of the Colorado State Teachers' College after an exhaustive study of the standards used in colleges, universities, and teacher-training institutions. The chaotic condition existing in institutions of higher learning is indicated by such expressions as these, which come from responsible officers of higher institutions: "Any kind of work taken by a student who has completed four years of high school work should be regarded as collegiate work"; "The college should do the best it can with the material it gets"; and "There is no defense for giving college credit for private music lessons, typewriting, beginning foreign language, review subjects, and home economics." One college defines the requirement for the bachelor's degree in terms of an eight-year curriculum covering secondary school and college.

Finding so little uniformity of opinion as to the value of the newer subjects, the research committee recommends and urges that collegiate institutions of various kinds undertake concerted action to establish uniform standards for determining collegiate rank of subjects.

The American college, like most of our other time-honored institutions, is in a trying state of flux and tension. It is undergoing metamorphosis, but whither?—is the question.

Nearly 700 American cities now maintain directed play centers and over 12,000 men and women are employed as recreation directors. Last year cities reported an expenditure of \$14,000,000 for public recreation. Opportunities for active, self-expressive plays, uncommercialized, have been on the increase since 1906, when the Playground and Recreation Association of America was organized to give cities expert advice in recreation matters and help them set up systems of public play. Since 1910 the number of play centers has increased 175 per cent. Community athletic fields and golf courses, community choruses and orchestras and dramatic groups have been rapidly springing up. That efficiency in industry is closely allied with good recreation, industrial leaders are more and more recognizing. Cities have lost important industries because they did not offer enough in the way of wholesome leisure time activities, just as they have gained them because of their splendid facilities for play for young and old. Organized labor stands strongly back of the national recreation movement, as one of labor's objectives in gaining the eight-hour day for a larger opportunity for self improvement through spare-time activities.

The San Francisco city budget last June provided for \$100,000 to be apportioned in salary increases to the teachers of the city. On the basis of the schedule worked out the money will be apportioned to the teachers in the ratio that their individual salaries bear to the entire payroll of the department. These increases will vary from 50 cents to \$1.00 per week and will be allowed to accumulate for six months.

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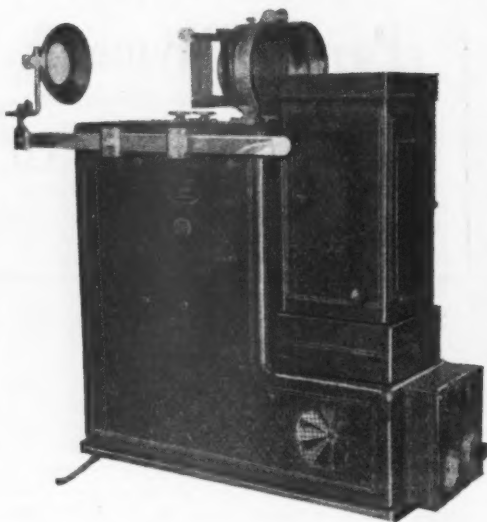
Motion pictures in two reels dealing with raw sugar production and cane sugar refining are ready for distribution by the American Sugar Refining Company. These pictures present important cogs in the wheels of the cane sugar industry. Reading about the processes of sugar refining interests us but mildly. Seeing these processes as presented in motion pictures leaves a vivid and lasting impression of the extensive scope of the industry and of the high state of mechanical development which is the result of years of effort applied by geniuses whose inventions have made possible the production of the sparkling white sugar demanded by every family throughout the world.

These pictures illustrate the clearing and developing of virgin soil, the planting and harvesting of the cane, the many operations involved, the costly modern machinery it demands for the manufacture of this product without the touch of a human hand before it reaches the consumer. Motion pictures that give such interesting information on sugar refining make a most desirable addition to any educational institution. This company grants the privilege to all who are interested to book these reels for any entertainment program having an audience of about one hundred or more; also to recommend them to an educational or welfare centers in their community.

A bulletin of more than usual interest to those teaching or supervising in rural schools, is Educational Bulletin Number 73, issuing from the Department of Public Instruction, Indianapolis, Indiana. This bulletin under title "The Country School System, How Organized and Administered," has just been prepared by Benjamin J. Burris, State Superintendent of Public Instruction for Indiana. The funds for the publication of the bulletin were provided by the General Education Board.

Teachers' salaries for the year 1924-25 are being studied comprehensively and thoroughly by the Research Division of the National Education Association. The salary inquiry forms are now in the hands of all city school officers. Replies will be summarized promptly. In addition to the general summary, special salary tabulations to meet the needs of individual cities will be available at the cost of preparation.

The Acme S. V. E.---A Fireproof Projector



OFFICE OF
THE FIRE MARSHAL
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San Francisco, Calif, July 29, 1924.
Western Theatre Supply Company, No.
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Gentlemen:

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Yours truly,
MICHAEL F. HANNAN,
Fire Marshal.

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131 GOLDEN GATE AVENUE, SAN FRANCISCO, CALIFORNIA

JUNIPERO SERRA SCHOOL, PASADENA

(Continued from page 640)

traits as our own; but their talents are nevertheless most worth while. Visitors to our assemblies who hear our Mexicans sing and who look into their beautiful responsive brown eyes, declare they have been really "thrilled." There is something about them which "gets you."

Because we are really so fond of these Spanish-Indian people (who have been in this Southland so much longer than we, whose home it really is), we prefer to teach them and work with them rather than with "ordinary American children."

So long as we see their progress we are not at all discouraged. We are measuring them by Yankee standards. Pride, loyalty, patience (often amazing perseverance), skill with hands, school spirit and allegiance to "Los Estados Unidos" and to those they love are some of the outstanding traits of our Junipero Serra boys and girls.

How the United States Can Meet Its Present and Future Pulpwood Requirements is the title of a timely illustrated bulletin of the United States Forestry Service. It deals with more

than a forestry problem. It is a problem touching our intellectual progress and independence. We are one of the most progressive nations partly because we consume nearly 60 per cent of the world's paper production. The doubling of paper requirements each decade for forty years is indicative of our progress. But unfortunately this growth has already resulted in imports of more than half our paper or its raw materials, in spite of our 470 million acres of forest land. The bulletin deals with the solution of this problem regionally and nationally. Paper is a raw material on which all publications are absolutely dependent. The bulletins of the United States Forest Service should be in every high school library and should be made familiar to pupils, especially in civics and in natural sciences.

A \$20,000 radio broadcasting station is to be erected at Kansas State Agricultural College, Manhattan. With the University of Kansas building a similar station, the State is claiming first place in broadcasting stations in State institutions. It is expected by staging "contests in the air" that listeners-in will experience some of the thrills of the onlookers and that it may be one of the means of bridging the gap between the "town and the gown." The significance of great broadcasting stations as part of the "extension" work of colleges and universities, is tremendous. Almost unawares, we are moving into the new world of H. G. Wells and Edward Bellamy. It will be a better world, too.

Say you saw it in the Sierra Educational News

Fashion Calls for the Comfortable Shoe

The aim of footwear fashion this season is comfort; round toes, medium heels, easier lasts. Strap effects are in good taste. The trend is away from openwork designs. Both side and front goring are popular. For general use, oxfords are returning to favor.

The graceful, natural beauty of the foot has come into its own and shoes are being made accordingly. So many prominent women have adopted the Cantilever type of shoe that the style for comfortable lines is accepted everywhere.



Cantilever Shoes for Autumn offer you a splendid range of styles. Modish shades as well as modish designs. And the wonderful comfort of Cantilever Shoes will bring ease to your feet and allow you to accomplish more, without feeling tired.

Although the Cantilever Shoe looks like a "style shoe" there is a difference, as you know. The arch of this comfortable shoe does not conceal the usual strip of metal. For this reason your foot is freer.

Foot muscles are permitted to exercise with every step. The arches of your feet gain in strength whenever you walk. The heel of the Cantilever Shoe is placed to distribute the body weight evenly over the foot, instead of allowing it to strain the inner (and weaker) side of the main arch.

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Berkeley—The Booterie (Garwood's), 2233 Shattuck Ave.

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Long Beach—Cantilever Shoe Store, 536 Pine street.

Los Angeles—Cantilever Shoe Store, 508 New Pantages Bldg., 7th and Hill Sts.

Oakland—Cantilever Shoe Store, 516 15th Street (opposite City Hall).

Pasadena—Cantilever Shoe Store, 373 E. Colorado St.

Sacramento—Cantilever Shoe Shop, 208 Ochsner Bldg., K. St., between 7th and 8th.

San Diego—The Marston Co.

San Francisco—Cantilever Shoe Store, 127 Stockton Street, Ground Floor.

San Jose—Hoff & Kayser.

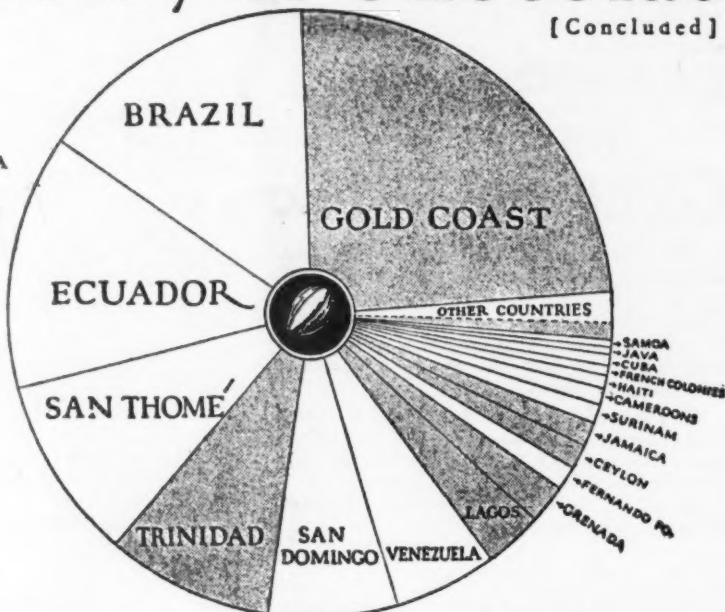
Santa Barbara—Smith's Bootery, 1023 State Street.

Stockton—Dunne's Shoe Store, 330 E. Main Street.

The Story of Chocolate^{*}

[Concluded]

By
BARBARA
REID
ROBSON



THE geographic story of the world production of cacao is told by the chart above, while the statistical story is shown by the table below:

World's Production in Cacao

Total in tons

1908....194,000	1914....277,000
1909....206,000	1915....298,000
1910....220,000	1916....297,000
1911....241,000	1917....343,000
1912....234,000	1918....273,000
1913....258,000	1919....431,000
1921 about 400,000	

It will be noted that in 1918 there was an apparent drop in production. The war did not materially hinder the production of cacao in the tropics but, due to the shortage of shipping, prevented the amount exported from registering steady rise.

Ecuador for years, was the principal producer of cacao while Venezuela, the land of the original cacao, produces the finest type. Brazil, according to the chart, is the third largest producer of cacao. Trinidad,

Grenada and Ceylon are noted for their scientific methods of culture and preparation. The Gold Coast, the newest and greatest producer, deserves important mention too.

There has been a constant increase in the consumption of chocolate and cocoa products not only in our own country but also in Europe and particularly in those countries which have made the greatest progress in the science of nutrition.

In 1869 in the United States the amount of cocoa and chocolate retained for home consumption was approximately three-fifths of an ounce for each person while in 1921 the amount had increased to 41.6 ounces.

Improved methods of preparation which have lowered the price and the growing appreciation of the food value of cocoa and chocolate have brought them out of the class of luxuries into the class of staple foods.

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D. Ghirardelli Co., Domestic Science Dept.,
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Please send me the complete series on the Story of Chocolate. Absolutely free, of course!

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★ Note: This is the sixth and last of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They were planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! Because of limited space, only part of each four-page bulletin has been printed in each instance. To be sure of having the series complete, we suggest that you fill in and mail the coupon at the right.